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ABSTRACT

Intended for use in one- or two-year vocational programs, this publication provides materials for integrating the Vocational Industrial Clubs of American (VICA) program of work into class and shop experiences. The publication is divided into two sections and six instructional units are included. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledges that are prerequisites to skill development), job sheets (procedures to complete manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section A, on orientation to VICA, consists of three units on club orientation, club activities, and club meetings. Section B, on VICA leadership, contains three units covering becoming a VICA leader, making a presentation, and applying for a job. (YLB)

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VICA: Learn, Grow, Become

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VICA: Learn, Grow, Become

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TI 1100

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VICA: LEARN, GROW, BECOME

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FOREWORD

VICA's motto, "Preparing for Leadership in the World of Work" includes three of the most forceful words in the English language: *preparing, leadership,* and *work. Preparing* represents a commitment toward employment; in VICA, students prepare through on-the-job experiences. *Leadership* causes others to move toward goals and objectives. Leaders are not born; through VICA, students learn to become leaders. *Work* affects every aspect of our lives. VICA members learn that satisfaction is achieved by good work; and they learn that in work there is challenge, pride, friendships, security, recognition, and opportunities to shape a future.

The Oklahoma Association of the Vocational Industrial Clubs of America (VICA) is an integral part of classroom and shop instruction. VICA was created by teachers of vocational education as a leadership development training vehicle for students. It is through VICA that students gain the confidence, the skills, and the experience that lead to positive attitudes toward work and toward themselves.

Through participation in VICA, students gain at least three benefits. First, students have opportunities to develop communication, organization, teamwork, and leadership skills — job skills that employers value as much as (and sometimes even more than) trade skills. Second, through VICA Competitive Events and the Achievement Program, students are challenged to develop their trade skills. Third, VICA offers many opportunities to make important employer and community contacts.

Francis Tuttle
State Director

Ivan Armstrong
State Supervisor

PREFACE

Finding time to add the VICA program of work into a curriculum already filled with trade skills practice needed by students entering the job market may appear to be an impossible task; however, integrating VICA into class and shop experiences is extremely advantageous in terms of the program's potential to help students believe in themselves and in their abilities.

The six units of instruction in the VICA manual are organized into two sections. These units can be used as needed and as appropriate in one- or two-year vocational programs. Along with *VICA: Learn, Grow, Become*, it is recommended that the teacher obtain and use materials from National VICA office (*Teacher's Tool Kit, Leadership Handbook*, and *U.S. Skill Olympics Regulations*).

VICA is a powerful resource for bringing positive attention to vocational education students. Its value as a motivational and incentive tool for effective learning and teaching is unlimited. Through VICA, instructors plant shade trees under which they will never sit.

James Sharpton
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We are greatful to Tom Holdsworth and Meredith Hentschel, National VICA Staff Members, for their assistance and approval in allowing us to integrate National VICA materials into our state-developed instructional product.

There is much work that goes into the making of an instructional product, and there are many people behind the scenes who make the publication a reality. Special appreciation is extended to Dona Landreth, Gari Sha Robinson, Rose Primeaux, and Allison McLaughlin, typesetters in the Word Processing Center, for their expertise and pride in making the copy of the highest quality. The excellent artwork is a result of the diligent efforts and creative talents of Kim Hale.

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Instructional Units

VICA: Learn, Grow, Become includes two sections and six instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

    Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

    Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Transparency Masters (white pages in instructor material and green in student material)

Transparency masters provide information in a special way. Transparencies direct the class's attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomoter skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedures outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of student demonstrations of the desired skills.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *VICA: Learn, Grow, Become* has been abbreviated VICA. The units are then numbered consecutively within each section. An example of a page number is VICA-1-A. Since CIMC publications are loose leaf, this system of page numbering was adopted so that pages from different manuals would not get mixed up.

Methods of Disseminating Material

Material may be given out a unit or page at a time to keep the material before the student always new. Some instructors ask students to furnish a three-ring binder for the units. This is convenient for taking the materials home to study. Upon completion, each unit is then placed in a larger binder. The large binders may be purchased at cost from the CIMC. Some instructors store the materials by units in filing cabinets or boxes until needed. All the units may be given out at once if desired.

For best results, provide student materials for each student. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. All tests are collated at the back of student material and should be removed and stored until needed. Students should be allowed to take their materials home at the end of the year.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Competency Profiles

Competency profiles are folders used to document student performance. The profile contains a list of the specific job competencies that should be achieved prior to leaving the training program.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Assistant Coordinator for Development
Curriculum and Instructional Materials Center
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Stillwater, Oklahoma 74074

VICA CLUB ORIENTATION
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to actively participate as a member of VICA. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with VICA club orientation.
2. Select from a list vocational student organizations.
3. Select from a list the purposes of VICA.
4. State the benefits of VICA membership.
5. Match types of VICA memberships to their correct descriptions.
6. Match VICA colors to their correct meanings.
7. Match parts of the VICA emblem to their correct meanings.
8. State the points of the VICA creed.
9. Describe the official dress for VICA members.
10. State the VICA motto.
11. Recite the VICA pledge.
12. State the VICA creed.

VICA CLUB ORIENTATION
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Transparency masters

1. TM #1 — Vocational Student Organization Emblems
2. TM #2 — Vocational Student Organization Emblems (Continued)
3. TM #3 — How Is VICA Structured?
4. TM #4 — Why Are We Here?
5. TM #5 — What You Get for Your Dues
6. TM #6 — That's Why We Have VICA
7. TM #7 — Here's How VICA Does It
8. TM #8 — VICA's Purposes
9. TM #9 — The VICA Motto
10. TM #10 — The VICA Pledge
11. TM #11 — The VICA Emblem
12. TM #12 — The VICA Creed

D. Information sheet

E. Assignment sheets

1. Assignment Sheet #1 — State the VICA Motto
2. Assignment Sheet #2 — Recite the VICA Pledge
3. Assignment Sheet #3 — State the VICA Creed
4. Assignment Sheet #4 — Describe Official VICA Dress

F. Answers to assignment sheets

G. Test

SUGGESTED ACTIVITIES

H. Answers to test

II. Instructor's guide

A. Order materials to supplement unit.

1. *Teacher's Tool Kit* and *VICA United States Skill Olympics Regulations*.

(NOTE: This packet is available from the State VICA Director, State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074, or from Vocational Industrial Clubs of America, Incorporated, P.O. Box 3000, Leesburg, Virginia 22075.)

2. Films

(NOTE: The following films are available to Oklahoma teachers only on a free loan basis from the Film Library and/or State VICA Director, State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074, or through purchase from Vocational Industrial Clubs of America, Incorporated, P.O. Box 3000, Leesburg, Virginia 22075.)

a. *On the Road With Charles Kuralt*. Color, 27 minutes, Vocational Industrial Clubs of America, Inc., 1974.

b. *Going Places — VICA*. Color, 12 minutes, Vocational Industrial Clubs of America, Inc., n.d.

c. *VICA — You're Number One*. Color, 5 minutes, Vocational Industrial Clubs of America, Inc., 1980.

3. *OK . . . VICA: Oklahoma VICA Member Handbook*

(NOTE: One handbook is sent to each club member who pays dues. Handbooks are sent to club advisors from State VICA Director, State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

4. Balfour catalog(s)

(NOTE: Balfour catalogs are available from VICA Supply Service, 11722 Parklawn Drive, Rockville, Maryland 20852.)

B. Before beginning instruction, read all four chapters in *Teacher's Tool Kit* to develop a basic understanding of how VICA works and its real importance in vocational education.

SUGGESTED ACTIVITIES

C. Use ideas from *Teacher's Tool Kit* to organize a membership campaign. Stress that there are four reasons for having 100 percent membership in VICA:

1. Club involvement gives students a feeling of unity, identity, and pride.
2. All students have the same opportunity to develop communication, organization, teamwork, and leadership skills. These leadership skills are also job skills.
3. VICA programs offer challenges to students that encourage them to develop their trade skills, and they can work at their own pace.
4. Active VICA programs give every student an opportunity to make employer and community contact through club activities.

D. Make transparencies.

E. Introduce unit to students.

SUGGESTIONS:

- Show *On the Road With Charles Kuralt, Going Places — VICA,* or *VICA -- You're Number One.*
- Contact State VICA Director or District Supervisor to secure recommendation for a guest speaker who will be able to motivate students for VICA.
- Invite a former VICA officer, or VICA officer(s) from another program, to share their personal involvement and excitement for VICA.

F. Provide students with objective sheet.

G. Discuss unit and specific objectives.

H. Provide students with information and assignment sheets.

I. Discuss information and assignment sheets.

1. Explain how VICA fits into the total vocational picture. Stress that as VICA members they will probably be meeting students belonging to other vocational student organizations; use Information Sheet, Section II and Transparencies #1 and #2.

SUGGESTIONS:

- Invite officers from other student organizations to briefly explain their organizations and their purposes.
- Show slides (if available) of previous year's VICA activities.
- Display scrapbook and various VICA publications in classroom.

SUGGESTED ACTIVITIES

2. Ask students why individuals choose to join organizations. Point out the correlation between VICA and professional organizations or trade unions that employees in many fields join to ensure their professional growth. Use Information Sheet, Section III and Transparencies #3 through #7.

   SUGGESTIONS:

   - Student's questions will be "What is it?" and "What will it do for me?" If your students feel that they have been given satisfactory answers to these questions, they will join VICA. The important points to stress with all potential members are that VICA is their professional organization, that they will run it themselves, and that VICA provides them with opportunities they would not have without this organization.

   - Invite a graduate of your program to speak to students on how he or she personally and professionally benefited from VICA membership.

3. List on the chalkboard the purposes of VICA. Discuss the importance of each. Ask how these purposes relate to different aspects of a member's life. Use Information Sheet, Section IV and Transparency #8.

4. Introduce the types of VICA memberships. Use Information Sheet, Section V.

5. Introduce the VICA colors, motto, pledge, and emblem to students. Use Information Sheet, Sections VI and VII and Transparencies #9 through #11. Have students complete Assignment Sheets #1 and #2.

   SUGGESTIONS:

   - Display the emblem color poster from *Teacher's Tool Kit* in a prominent place in classroom.

   - When practicing the pledge, form small group circles of five or six students and let the groups practice the pledge over and over. Continuity and timing can be learned very quickly this way.

   - Use the following script to guide students as they repeat the pledge; let your students tell you and one another what these phrases mean to them.

SUGGESTED ACTIVITIES

When we say, "Upon my honor, I pledge ...," we say, "I am committed — I will do it!" "I pledge . . ." is a very strong statement.

To what are we so strongly committed?

"To prepare myself . . ."
Preparation takes self-control. It means effort without immediate reward but with the knowledge that effort will pay off when preparation is completed.

". . . by diligent study . . ."
Diligence implies something far beyond a quick review of assignments. Diligence means perseverance, concentration, not being distracted by things that may be more fun or easier.

". . . and ardent practice . . ."
The person of character makes every effort, over and over again, despite setbacks or personal loss, to develop character.

". . . to become a worker . . ."
VICA members take pride in making things happen. They are proud of being workers.

". . . whose services . . ."
Services? Some forget that service to others is at the root of every occupation. We don't!

". . . will be recognized as honorable . . ."
There is that word again, *honor*. Preparation, study, practice, work, and service all require us to give. The payoff is the respect — and honor — others give us because of our quality.

"To base my expectations of reward upon . . . service . . ."
This statement reinforces the attitude that we serve first and only then do we gain. Attitudes are important to success.

". . . to respect my vocation . . ."
We choose our vocations, right? Then let's learn all that we can about our vocation. Understand its history, know its leaders, its skills, and its future.

". . . to bring repute to myself . . ."
Repute is a good report.

". . . to spare no effort in upholding the ideals . . ."
This means committee service, community service, service to the school and club. It means getting off "dead center" and doing something.

Now, are we ready to say the pledge — and mean it?

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6. Introduce the VICA creed to students. Encourage students to think about its meaning in their lives for now and the future. Use Information Sheet, Section VIII and Transparency #12. Have students complete Assignment Sheet #3.

SUGGESTED ACTIVITIES

7. Introduce the official dress for VICA members. Emphasize the difference between official dress and competitive events dress. Use Information Sheet, Section IX and Assignment Sheet #4.

   SUGGESTIONS:

   - Make a display of actual items that comprise official dress for VICA members.
   - Have students use *USSO Handbook* to determine official dress for events that they intend to enter.
   - Distribute Balfour catalogs to students so that they may select items they wish to order.
   - Ask second-year students and VICA officers to model their official dress items.

8. Introduce students to the VICA motto, using Information Sheet, Section X and Assignment Sheet #1.

III. Unit references

A. *Leadership Handbook*, rev. Leesburg, Virginia: Vocational Industrial Clubs of America, Inc., 1981.

B. Nelson, Frank W. *Group Instruction for Cooperative Programs*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

C. *OK . . . VICA: Oklahoma VICA Member Handbook*. Stillwater, Oklahoma: Oklahoma Association Vocational Industrial Clubs of America. n.d.

D. *Teacher's Tool Kit*. Leesburg, Virginia: Vocational Industrial Clubs of America, Inc., 1981.

E. *VICA United States Skill Olympics Regulations*. Leesburg, Virginia: Vocational Industrial Clubs of America, Inc., 1982.

Vocational Student Organization Emblems

FBLA

FFA

HOSA

VICA

Vocational Student Organization Emblems

(Continued)

AIASA

DECA

FHA/HERO

How Is VICA Structured?

VICA Is a National Organization of

— 300,000 Students and Teachers

— 13,000 Clubs

— 200 National Corporations, Labor Unions, and Trade Associations

- Clubs on the Local Level (This Is Where It Really Happens—With You)
- State Association
- National VICA

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Why Are We Here?

— Career

— Independence

— Recognition

— Improve Our Community

— Business and Professional Contacts

— And We'd Like to Have a Good Time While We Do It.

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What You Get For Your Dues:

Everything We've Just Talked About

Plus

— A Membership Card

— VICA Journal

— Club Training Materials (Like This)

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That's Why We Have VICA

The Vocational Industrial Clubs of America will help us in all these areas

- Career Growth
- Citizenship
- Recognition by Others of How Important Our Skills Are
- A Way to Improve Our Community
- Meet Business and Professional Leaders
- And We Can Have a Good Time

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Here's How VICA Does It

As a VICA Member You Can:

— Compete in the U.S. Skill Olympics

— Work in the Achievement Program

— Be an Officer of Your Club

— Work on Community Service Projects

— Expand Your Professional Training

— Sponsor Social Activities

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VICA's Purposes

Common Bond Among Students

Leadership Development

Dignity of Work

Realistic Vocational Goals

Purposeful Life

Enthusiasm for Learning

High Standards

Worthy Activities and Projects

Functions of Labor and Management

Interest and Esteem

Patriotism and Democracy

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The VICA Motto

Preparing for Leadership in the World of Work

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The VICA Pledge

UPON MY HONOR, I Pledge

— To Prepare Myself by Diligent Study and Ardent Practice to Become a Worker Whose Services Will Be Recognized as Honorable by My Employer and Fellow Workers

— To Base my Expectations of Reward Upon the Solid Foundation of Service

— To Honor and Respect My Vocation in Such a Way as to Bring Repute to Myself

— And Further, to Spare No Effort in Upholding the Ideals of the Vocational Industrial Clubs of America

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The VICA Emblem

The Shield Represents Patriotism.

The Torch Represents Knowledge.

The Orbital Circles Represent Technology.

The Gear Represents the Industrial Society.

The Hands Represent Youth.

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The VICA Creed

I Believe in the Dignity of Work.

I Believe in the American Way of Life.

I Believe in Education.

I Believe in Fair Play.

I Believe Satisfaction Is Achieved by Good Work.

I Believe in High Moral and Spiritual Standards.

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VICA CLUB ORIENTATION
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Prestige — Power to impress or influence

B. Perspective — Specific point of view in understanding or judging things or events

C. Trade ethics — Accepted code of behavior for a particular occupation

D. Interdependence — Reliance on each other

E. Patriotism — Love and loyal support for one's country

II. Vocational student organizations

A. VICA (Vocational Industrial Clubs of America)

(NOTE: VICA is an organization for students enrolled in trade, industrial, technical, and health education programs.)

B. AIASA (American Industrial Arts Student Association)

(NOTE: AIASA is an organization for students receiving instruction leading to career decisions or entry into career training primarily in trade and industrial fields.)

C. DECA (Distributive Education Clubs of America)

(NOTE: DECA is an organization for students receiving training for careers in the area of sales, marketing, and distribution.)

D. FBLA (Future Business Leaders of America)

(NOTE: FBLA is an organization primarily for students who are looking forward to careers in business.)

E. FFA (Future Farmers of America)

(NOTE: FFA is an organization for students receiving training for careers in animal science, horticulture, agri-business, welding, and agricultural mechanics.)

F. FHA (Future Homemakers of America)

(NOTE: FHA is an organization for students receiving training in skills such as preparation of commercial foods, child care, and sewing.)

INFORMATION SHEET

G. HOSA (Health Occupations Students of America)

(NOTE: HOSA is an organization for students receiving training for health occupations careers.)

III. Purposes of VICA

A. To unite in a common bond all students enrolled in trade, industrial, and technical education

B. To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities

C. To foster a deep respect for the dignity of work

D. To help students set realistic vocational goals

E. To help students attain a purposeful life

F. To create enthusiasm for learning

G. To promote high standards in trade ethics, work, scholarship, and safety

H. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through use of the democratic process

I. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their interdependence

J. To create among students, faculty members, patrons of the school, and persons in business and labor a sincere interest in and esteem for trade, industrial, technical, and health education

K. To develop patriotism through a knowledge of our nation's heritage and the practice of democracy

IV. Benefits of VICA membership

A. VICA prepares students for life

B. VICA brings together young men and women with common interests for an exchange of ideas, a discussion of problems, and the opportunity to work toward common purposes

C. VICA offers prestige and recognition through a national program of awards and contests

D. VICA broadens perspectives through interclub and interstate activities

E. VICA offers activities that make education and training more meaningful

INFORMATION SHEET

V. Types of VICA memberships

A. Secondary — High school students enrolled in trade, industrial, technical, and health education programs

B. Post-secondary — Full-time, adult students enrolled in trade, industrial, technical, and health programs in technical institutes, area vocational schools, and colleges

C. Collegiate — Students majoring in trade, industrial, technical, and health education; alumni enrolled in a university trade, industrial, technical, or health teacher-education program

D. Alumni — Organization for former VICA chapter members

E. Professional — Organization of club advisors, teacher educators, and supervisors

VI. VICA colors and their meanings

A. Red and white — Represent the individual states and the clubs

B. Blue — Represents the common union of the states and the clubs

C. Gold — Represents the individual, the most important element of the Vocational Industrial Clubs of America

VII. Parts of the VICA emblem and their meanings (Figures 1-5)

A. Shield — Represents patriotism

EXAMPLE:

FIGURE 1

INFORMATION SHEET

B. Gear — Represents the industrial society

EXAMPLE:

FIGURE 2

C. Torch — Represents knowledge

EXAMPLE:

FIGURE 3

D. Orbital circles — Represent technology

EXAMPLE:

FIGURE 4

E. Hands — Represent youth

EXAMPLE:

FIGURE 5

F. Letters "V-I-C-A" — Represent Vocational Industrial Clubs of America

INFORMATION SHEET

VIII. Points of the VICA creed

A. Dignity of work

B. American way of life

C. Education

D. Fair play

E. Satisfaction achieved by good work

F. High moral and spiritual standards

IX. Official dress for VICA members

(NOTE: Refer to *USSO Handbook* for regulation dress for individual contests. No jewelry is acceptable during a contest. At a national contest, failure to abide by dress regulations can cause a contestant to be heavily penalized.)

A. Blazer, windbreaker, coach's jacket, letter jacket, or sweater with official VICA emblem

(NOTE: Balfour Supply Company is the *only* approved source for the official VICA emblem.)

B. White dress shirt (men); businesslike white collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer (women)

C. Straight black tie with four-in-hand or Windsor knot (men)

D. Black trousers (men); black skirt or slacks (women)

E. Black socks (men); natural, seamless nylon hose (women)

F. Black or cordovan shoes

X. VICA Motto — Preparing for Leadership in the World of Work

VICA CLUB ORIENTATION
UNIT I

ASSIGNMENT SHEET #1 — STATE THE VICA MOTTO

NAME _____ SCORE _____

You should be able to state from memory the VICA motto. Practice alone or with friends until you can state the motto to your advisor or to a designated club member.

VICA MOTTO — *Preparing for Leadership in the World of Work*

VICA CLUB ORIENTATION
UNIT I

ASSIGNMENT SHEET #2 — RECITE THE VICA PLEDGE

NAME _____ SCORE _____

In order to actively participate in local, district, state, and national VICA activities, it is necessary to be able to state, from memory, the VICA pledge. Practice alone and with friends until you can recite the pledge to your advisor or a designated club member.

VICA PLEDGE — Upon my honor, I Pledge

To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers,

To base my expectations of reward upon the solid foundation of service,

To honor and respect my vocation in such a way as to bring repute to myself,

And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America.

VICA CLUB ORIENTATION
UNIT I

ASSIGNMENT SHEET #3 — STATE THE VICA CREED

NAME _____ SCORE _____

You should be able to state the VICA creed. Practice alone or with friends until you can state the creed to your advisor or a designated club member.

VICA CREED

I Believe in the Dignity of Work

I hold that the human race has advanced to the present culture through the intelligent use of hands and minds. I shall maintain a feeling of humbleness for the knowledge and skills that I receive from skilled men and women, and I shall conduct myself with dignity in the work I do.

I Believe in the American Way of Life

I know that our culture of today is the result of freedom of action and opportunities won by our American ancestors, and I will uphold their ideals.

I Believe in Education

I shall endeavor to make the best use of knowledge, skills, and experience that I learn in school in order that I may become a better worker in my chosen occupation and a better citizen in my community. To this end I will continue my learning both in and out of school.

I Believe in Fair Play

I shall, through honesty and fair play, respect the rights of others. I shall always conduct myself in the manner of the most skilled men and women in my occupation, and treat those with whom I work as I would like to be treated.

I Believe Satisfaction is Achieved by Good Work

I feel that compensation and personal satisfaction received for my work and services will be in proportion to my creative and productive ability.

I Believe in High Moral and Spiritual Standards

I shall endeavor to conduct myself in such a manner as to set an example for others by living a wholesome life and by fulfilling my responsibilities as a citizen of my community.

VICA CLUB ORIENTATION
UNIT I

ASSIGNMENT SHEET #4 — DESCRIBE OFFICIAL VICA DRESS

NAME _____ SCORE _____

Use *VICA United States Skill Olympics Regulations* to describe official VICA dress required when participating in district, state, and national skill and leadership activities.

A. List all items required for official VICA dress when participating in a leadership skill activity.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. List all items required for official VICA dress when competing in your particular skill contest.

_____

_____

_____

_____

_____

ASSIGNMENT SHEET #4

C. What are the consequences for failure to meet the dress requirements?

_____

_____

VICA CLUB ORIENTATION
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4

A. Answer should include the following

1. Blazer, windbreaker, coach's jacket, letter jacket, or sweater with official VICA emblem
2. White dress shirt (men); businesslike white collarless blouse or white blouse with small, plain collar that does not extend onto the lapels of the blazer (women)
3. Straight black tie with four-in-hand or Windsor knot (men)
4. Black trousers (men); black skirt or slacks (women)
5. Black socks (men); natural, seamless nylon hose (women)
6. Black or cordovan shoes

B. Evaluated to the satisfaction of the instructor

(NOTE: Refer to the clothing requirements listed in *VICA United States Skill Olympics Regulations* for each contest area.)

C. Points will be deducted from score as penalty

VICA CLUB ORIENTATION
UNIT I

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with VICA club orientation. Write the correct numbers in the blanks.

_____a.	Power to impress or influence	1. Perspective
_____b.	Specific point of view in understanding or judging things or events	2. Patriotism
_____c.	Accepted code of behavior for a particular occupation	3. Trade ethics
_____d.	Reliance on each other	4. Prestige
_____e.	Love and loyal support for one's country	5. Interdependence

2. Select from the following list vocational student organizations. Write an "X" in the blank before each correct answer.

_____a. FTA

_____b. FBLA

_____c. 4-H

_____d. FFA

_____e. Junior Achievement

_____f. Scouts

_____g. DECA

_____h. FHA

_____i. HOSA

_____j. AIASA

_____k. VICA

TEST

3. Select from the following list the purposes of VICA. Write an "X" in the blank before each correct answer.

_____a. To foster a deep respect for the dignity of work

_____b. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through use of the democratic process

_____c. To unite in a common bond all students enrolled in trade, industrial, and technical education

_____d. To help ensure high grades in students' vocational classes

_____e. To create enthusiasm for learning

_____f. To help students attain a purposeful life

_____g. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their interdependence

_____h. To help students set realistic vocational goals

_____i. To help vocational instructors in organizing class activities

_____j. To develop patriotism through a knowledge of our nation's heritage and the practice of democracy

_____k. To promote high standards in trade ethics, work, scholarship, and safety

_____l. To create among students, faculty members, patrons of the school, and persons in business and labor a sincere interest in and esteem for trade, industrial, technical, and health education

4. State the benefits of VICA membership.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

TEST

5. Match types of VICA memberships to their correct descriptions. Write the correct numbers in the blanks.

_____a.	Full-time, adult students enrolled in trade, industrial, technical, and health programs in technical institutes, area vocational schools, and colleges	1. Secondary
_____b.	High school students enrolled in trade, industrial, technical, and health education programs	2. Collegiate
_____c.	Students majoring in trade, industrial, technical, and health education; alumni enrolled in a university trade, industrial, technical, or health teacher-education program	3. Professional
_____d.	Organization of club advisors, teacher educators, and supervisors	4. Post-secondary
_____e.	Organization for former VICA chapter members	5. Alumni

6. Match VICA colors to their correct meanings. Write the correct numbers in the blanks.

_____a.	Represents the individual, the most important element of the Vocational Industrial Clubs of America	1. Red and white
_____b.	Represent the individual states and the clubs	2. Gold
_____c.	Represents the common union of the states and the clubs	3. Blue

7. Match parts of the VICA emblem to their correct meanings. Write the correct numbers in the blanks.

_____a.	Represents the industrial society	1. Orbital circles
_____b.	Represents patriotism	2. Shield
_____c.	Represent youth	3. Torch
_____d.	Represents knowledge	4. Gear
_____e.	Represent Vocational Industrial Clubs of America	5. Hands
_____f.	Represent technology	6. Letters "V-I-C-A"

TEST

8. State the points of the VICA creed.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

9. Describe the official dress for VICA members.

_____

_____

_____

_____

_____

_____

_____

_____

_____

10. State the VICA motto.

_____

_____

(NOTE: Test questions 11 and 12 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Recite the VICA pledge.

12. State the VICA creed.

VICA CLUB ORIENTATION
UNIT I

ANSWERS TO TEST

1. a. 4
   b. 1
   c. 3
   d. 5
   e. 2

2. b, d, g, h, i, j, k

3. a, b, c, e, f, g, h, j, k, l

4. a. VICA prepares students for life
   b. VICA brings together young men and women with common interests for an exchange of ideas, a discussion of problems, and the opportunity to work toward common purposes
   c. VICA offers prestige and recognition through a national program of awards and contests
   d. VICA broadens perspectives through interclub and interstate activities
   e. VICA offers activities that make education and training more meaningful

5. a. 4
   b. 1
   c. 2
   d. 3
   e. 5

6. a. 2
   b. 1
   c. 3

ANSWERS TO TEST

7. a. 4 d. 3
   b. 2 e. 6
   c. 5 f. 1

8. a Dignity of work
   b. American way of life
   c. Education
   d. Fair play
   e. Satisfaction achieved by good work
   f. High moral and spiritual standards

9. Description should include the following
   a. Blazer, windbreaker, coach's jacket, letter jacket, or sweater with official VICA emblem
   b. White dress shirt (men); businesslike white collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer (women)
   c. Straight black tie with four-in-hand or Windsor knot (men)
   d. Black trousers (men); black skirt or slacks (women)
   e. Black socks (men); natural, seamless nylon hose (women)
   f. Black or cordovan shoes

10. Preparing for Leadership in the World of Work

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

VICA CLUB ACTIVITIES
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to participate in VICA ceremonies and to assist in planning VICA club activities. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with VICA club activities.
2. Describe reasons for VICA ceremonies.
3. Match club officers to their correct duties.
4. Arrange in order the steps of the election process.
5. State the primary purposes of committees.
6. Match common types of committees to their lengths of service.
7. Arrange in order the steps in setting up committees.
8. Match to their correct purposes the VICA club activity areas for a program of work.
9. Select from a list considerations for selecting meaningful activities for a club calendar.
10. Match types of competitive VICA activities to their contest areas.
11. Name VICA training conferences available to members.
12. Name levels of competitive VICA activities that students may enter.
13. Participate in opening and closing ceremonies.
14. Participate in installation ceremony.
15. Participate in initiation ceremony.
16. Prepare a club calendar of activities for an entire school year.

VICA CLUB ACTIVITIES
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
  1. Assignment Sheet #1 — Participate in Opening and Closing Ceremonies
  2. Assignment Sheet #2 — Participate in Installation Ceremony
  3. Assignment Sheet #3 — Participate in Initiation Ceremony
  4. Assignment Sheet #4 — Prepare a Club Calendar of Activities for an Entire School Year
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

II. Instructor's guide

- A. Obtain and prepare material needed to supplement unit.

  (NOTE: This unit is intended to be supplemented with *Teacher's Tool Kit* and *Meetings Kit*. Suggested activities include information from both of these kits, but for more complete information, refer to the packets. If you do not have one or both of the packets, contact the State VICA Director, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

SUGGESTED ACTIVITIES

B. Provide students with copies of unit.

C. Discuss unit and specific objectives.

SUGGESTIONS:

- Explain that setting up a club, electing officers, and establishing committees provide the foundation of the VICA program of work. Invite a former officer or member to explain how the program of work provides some of the best opportunities for learning by doing and helps pull students together. Have the speaker also explain how a program of work creates a positive learning atmosphere in the classroom and shop, an atmosphere in which students learn how to accept responsibility, work as a team, manage a budget, and handle success.

- Point out that before calendar planning starts, VICA members must elect officers so that the president may appoint committees and determine the goals and interests of individuals and of the club itself.

D. Discuss information and assignment sheets.

1. Explain that terms appearing in Section I of the Information Sheet are essential to the basic understanding of the unit.

   SUGGESTIONS:

   - Show at least one example of an agenda.

   - Display parliamentary procedure reference books.

2. Help students understand the meaning of VICA ceremonies. Use Information Sheet, Section II and Assignment Sheets #1 through #3.

   SUGGESTIONS:

   - Divide the class into groups for practice. Each person should be allowed to perform in any or all of the positions. This is an excellent method for determining which students are best suited to serve on the team for district competition.

   - Encourage students to memorize parts, and to practice voice quality and movement in front of a friend or a mirror. Explain to students that they may feel foolish practicing in front of a mirror, but if they are serious about improvement, this method works.

   - Have students rate themselves, using the rating sheet in the *VICA United States Skill Olympics Regulations*.

SUGGESTED ACTIVITIES

- Use a different group of students each time you have to present the ceremonies in your club or section meeting. Do this until all VICA members have had an opportunity to perform.

- Schedule ceremonies competition between members in each training program in your school. Select section teams. Then schedule competition between sections. Give awards.

- Invite officers from another VICA club to conduct an initiation ceremony for new members.

3. Explain that good officers assure that what the local VICA club or section decides gets done. Use Information Sheet, Section III to point out specific responsibilities of each officer. Stress that commitment to the duties of the office is essential.

   (NOTE: The *VICA Leadership Handbook* lists six officers and describes their duties, but a single section may be able to function with fewer than six officers. If the club or section is large, it may be advantageous to elect additional officers. Assist students in selecting the offices that will best serve the local need.)

   SUGGESTION:

   - Use "VICA Officer Campaign Central" from *Teacher's Tool Kit* to reinforce officers' responsibilities. Post chart in an area easily seen. Help students realize that being a VICA officer involves more than the prestige that goes with the title.

4. Review the steps in the election process, using Information Sheet, Section IV. Help students become enthusiastic enough to start the election process.

   SUGGESTIONS:

   - Help students discuss qualities of good leaders. Sometimes the best way to get this type of discussion going is to talk about what makes a bad leader.

   - Arrange a presentation that will not only make students want to run for office, but will also make them believe that they can succeed. A guest speaker could help. A former VICA member, a dynamic leader from a trade association, a local politician or civic leader, or a member of your advisory committee might agree to talk to your students.

   - Use information from *Leadership Handbook* regarding characteristics of selected leaders.

SUGGESTED ACTIVITIES

5. Review procedures for nominations, campaigns, election, and installation of officers. Use Information Sheet, Section IV and Assignment Sheet #2.

   (NOTE: Inquire about school regulations involving campaigns before discussing with students.)

   SUGGESTIONS:

   - Assist the election committee in selecting a nomination procedure.

     Candidate filing forms allow those who are interested in serving to nominate themselves. These forms encourage commitment without embarassment, ensure a slate of candidates prior to the election, and provide time for campaign planning. They also offer early involvement for everyone, either as a candidate or as a petition signer. A week should be a sufficient time for candidates to gather signatures for their petitions.

     Selection by a nominating committee recommends one or more candidates for each office, after making certain each candidate is willing to serve. A committee runs the risk of passing over students who would like to run and who are potentially good officers.

     Nominations from the floor during a club business meeting are the easiest if the club has waited too long to allow time for a full-fledged campaign; however, this method often turns into a popularity contest.

     Selection by the advisor takes all the motivation away from the students and deprives them of the benefits of participation in the democratic process.

   - Use "Campaign Central" wall chart from *Teacher's Tool Kit* to keep members informed during entire election process.

   - Help election committee prepare written campaign guidelines for the candidates, and allow plenty of time for discussion. Written rules and regulations make it less likely that misunderstandings will occur.

   - Assist students in setting up guidelines for campaign speeches, and allow time in advance of balloting for serious thought by members. Consider a "Meet the Candidates" event that can include speeches as well as an informal time. Time limits (e.g., five minutes for each speech) for the speeches should be set and followed.

SUGGESTED ACTIVITIES

- Assist students in preparing for balloting.

  Ballot method ensures absolute freedom and privacy for each voter to vote his or her conscience without regard to group pressure. Use of this method means that paper ballots must be printed. Ample time should be allowed for preparation.

  If the election committee has decided to take nominations from the floor, *hand or voice vote* will probably be most satisfactory since there will not be time to print ballots. This method can result in loss of confidence by candidates who do not do well. A variation of this method, in which one officer is elected at a time, allows runners-up to run for other offices.

  When ballots have been cast, an impartial outsider should be recruited to tally the votes. Counting should be done immediately, and results should be announced as soon as possible. The announcer should be prepared to congratulate winners and runners-up for their effort. Avoid announcing actual vote count. Put runners-up to work on committees to maintain their interest in the club and to use their demonstrated abilities.

- Make officer installation a highlight of the election. Invite parents, administrators, advisory committee members, media, and so on. Choose a place large enough and comfortable enough for all members and guests. The ceremony is a serious one and should be carried out with dignity. Make sure that the installation ceremony is held within a week of the election.

6. Help students realize what a committee is, and point out why committees are essential to an active VICA club. Use Information Sheet, Section VI.

   (NOTE: As an advisor, you should bear in mind that the committee's function is to produce a list of selected activities, not to make a final decision as to which activities the club as a whole will elect to carry out. You should also stress the importance of quality, not quantity. The number of activities each committee plans is not nearly as important as the lessons learned from each activity that is carried out successfully. Refer to *Teacher's Tool Kit* and *Meetings Kit*.)

   SUGGESTIONS:

   - Help students see how a committee resembles a miniature club that holds regularly scheduled meetings, follows an agenda, has a committee chairperson who functions like a president, and members who participate as they would in a club meeting.

SUGGESTED ACTIVITIES

- Help students understand why committees are needed to carry out a balanced program of work. Your club has four choices.

  Let you do all the work — This option may sound ridiculous, but when club members do not understand how to use committees, they may get frustrated and call on you for assistance. It is sometimes a temptation for you to step in and make decisions for the group, rather than to guide your students to make their own decisions. The result, of course, is that your students are deprived of important learning experiences. Also, it is pretty obvious that if one person could do all the work, there would be no reason to have a club in the first place.

  Let officers do all the work — Your club members should understand that officers are not the club workhorses. No team relies on the team captains to win the game while team members sit on the sidelines. There are simply not enough hours in the day for five or six officers to plan, carry out, and evaluate all of the club's activities, in addition to holding club meetings, attending school, learning a job skill, doing homework, and perhaps holding down a job. A major point in the VICA program (and in the work place) is that people need to work together.

  Do the work as a group — At first glance, this option may appear to be the most democratic. If VICA's goal is total student involvement, everyone should have a chance to offer some ideas at the club business meetings. In reality, however, the meetings would be overburdened with details of planning, and most of the activities would never get off the drawing board.

  Divide workload into manageable portions and let committees handle it -- Committees are, by process of elimination, the best workable solution to the problem of getting things done, instead of getting them thought about.

7. Introduce basic types of committees, how committees are set up, and VICA club activity areas. Use Information Sheet, Sections VI through VIII. Remind VICA members that the club president is ultimately responsible for naming the committee chairpersons. Before the president makes the appointments, however, the club executive council should meet to discuss club needs and directions, and to determine whether any committees need to be eliminated or added.

   SUGGESTION:

   - Use "VICA Committee Wall Chart" from *Teacher's Tool Kit*, and have vice-president or secretary enter committee assignments.

SUGGESTED ACTIVITIES

8. Reemphasize that the club calendar is the heartbeat of VICA. Point out that the program of work is what the club is going to do during the school year, and that the club will provide opportunities for participating in a variety of activities based on members' interests. Use Information Sheet, Sections IX through XII.

   SUGGESTIONS:

   - Use wall charts, "A Balanced VICA Program" and "Our Plan of Action," from *Teacher's Tool Kit*.
   - Encourage students to use their working calendar in *OK . . . VICA* to record what the club decides.
   - Use *Meetings Kit* and *Teacher's Tool Kit* for specific suggestions to help students understand how committees work.

E. Give test

III. Unit references

A. *Leadership Handbook*. Leesburg, Virginia: Vocational Industrial Clubs of America, 1981.

B. *OK . . . VICA: Oklahoma VICA Member Handbook*. Stillwater, Oklahoma: Oklahoma Association, Vocational Industrial Clubs of America, n.d.

C. *Teacher's Tool Kit*. Leesburg, Virginia: Vocational Industrial Clubs of America, Inc., 1981.

D. *VICA United States Skill Olympics Regulations*, rev. Leesburg, Virginia: Vocational Industrial Clubs of America, Inc., 1982.

VICA CLUB ACTIVITIES
UNIT II

INFORMATION SHEET

I. Terms associated with VICA club activities

A. Agenda — An organized listing of an order of business for a meeting

B. Executive council — Standing committee that acts to expedite club planning; usually made up of all officers

C. Parliamentary procedure — Set of rules for conducting a meeting in an organized and efficient manner

D. Extemporaneous speech — Talk delivered on an assigned topic with a minimum of advance preparation

II. Reasons for VICA ceremonies

A. Opening and closing

1. To start and close meetings in an orderly, businesslike way

2. To say VICA's beliefs aloud so that their meanings are personally adopted

(NOTE: As we use the ceremonies, we are reminded of VICA's importance and of why VICA exists.)

3. To tell to visitors in class or shop the story of VICA and vocational education in a brief, effective way

B. Installation — To officially put into office the newly elected officers

C. Initiation — To provide a special ceremony by which a person becomes a part of VICA

III. Club officers and their duties

(NOTE: It is the responsibility of the elected officers to perform the opening and closing ceremonies at all official club meetings.)

A. President

1. Presides over all meetings

2. Serves as chair of executive council

3. Appoints committees

INFORMATION SHEET

B. Vice-president

1. Assists president and serves as presiding officer in president's absence
2. Coordinates all committee work
3. Assumes responsibility for guest speakers and club meeting programs

C. Secretary

1. Prepares agenda with president
2. Records attendance
3. Keeps minutes of all meetings
4. Is responsible for all club correspondence

D. Treasurer

1. Is responsible for financial records
2. Prepares and gives treasurer's report

E. Historian

1. Assembles club scrapbook
2. Coordinates Outstanding Club entry

F. Reporter

1. Prepares news releases and distributes them to local press, radio, and television
2. Is responsible for sending club news to state and national VICA publications
3. Coordinates club photographs

G. Parliamentarian

1. Has a working knowledge of parliamentary procedure
2. Informs president of correct parliamentary procedure

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H. Chaplain

1. Is responsible for devotional exercises at club meetings

2. Fills in for any absent officer except the president

IV. Steps of the election process

A. Appoint election committee

(NOTE: The duties of the election committee are to set guidelines for club elections. Guidelines should include offices to be filled, nomination procedures, campaign guidelines, election rules, and follow-up.)

B. Nominate officers

C. Campaign

D. Hold election

E. Install new officers

V. Primary purposes of committees

A. To allow more students to become actively involved in club activities

B. To equally distribute workload

C. To provide club with information, or to make recommendations to club members

VI. Common types of committees and their lengths of service

A. Standing — Appointed for entire year

EXAMPLES: Membership, program, finance, social, service, safety

B. Special — Appointed as needed for specific activities

EXAMPLES: Banquet, special event, scrapbook

VII. Steps in setting up committees

A. Executive council (club officers) decides which committees are needed

B. Club president appoints chairperson

(NOTE: In many clubs, elected officers will serve as committee chairpersons.)

INFORMATION SHEET

C. Officers make staffing assignments

(NOTE: Every club member should serve on at least one committee.)

VIII. Purposes of VICA club activity areas for a program of work

A. Professional development — Develops increased awareness in citizenship, leadership, and productivity in the world of work

EXAMPLE: Motivational seminar

B. Community service — Promotes understanding and goodwill within the community

EXAMPLES: Blood drive, beautification project, toys for tots

C. Ways and means — Plans and participates in fund-raising activities

EXAMPLES: Candy sales, car wash

D. Skill Olympics — Prepares members for competition in occupational and leadership contests

EXAMPLE: District skill competition

E. Safety — Promotes awareness of safety hazards on or off the job

EXAMPLES: Safety poster campaign, bicycle safety, hunter safety

F. Public relations — Develops a good relationship between school and community

EXAMPLE: Speaking at civic clubs

G. Social — Provides informal atmosphere for club members to get better acquainted

EXAMPLES: Skating party, cookout

IX. Considerations for selecting meaningful activities for a club calendar

A. Does activity contribute to program objectives?

B. Does activity contribute to VICA goals?

C. Does activity reflect the thinking of the entire group?

D. Does activity allow for planning and implementation to be performed by students?

INFORMATION SHEET

E. Does activity allow for committee work to contribute to the overall activity program?

F. Does activity ensure that leadership development is a major part of all activities?

G. Does activity reflect long-range as well as immediate plans?

X. Types of competitive VICA activities

A. Leadership development contests

1. Club business procedure
2. Opening and closing ceremonies
3. Prepared speech
4. Extemporaneous speech
5. Job interview

B. Occupational Skill Olympics

1. Health occupations contests

EXAMPLES: Dental assisting, dental laboratory technology, medical assisting, medical laboratory technology, nurse assisting, practical nursing

2. Trade, industrial, technical occupations contests

EXAMPLES: Air conditioning and refrigeration, air-cooled gasoline engine repair, architectural drafting, auto body repair, auto mechanics, bricklaying, cabinetmaking and millwork, carpentry, commercial art, commercial food trades, commercial photography, cosmetology, diesel equipment mechanics, electrical trades, electronic products servicing, graphic communications, industrial electronics, machine drafting, major appliance repair, plumbing and pipefitting, precision machining (machine tool technology), sheet metal welding

C. General contests

1. Display
2. Job Skill Demonstration

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3. Outstanding Club
4. Safety
5. Special Newspaper Award (state only)

XI. VICA training conferences available to members

A. Summer Leadership Training Institute
B. Fall District Leadership Training Institute
C. Regional Leadership Training Conference
D. Legislative Day
E. Spring Leadership Contest
F. State Skill Olympics
G. United States Skill Olympics (USSO)

XII. Levels of competitive VICA activities that students may enter

(NOTE: All Skill Olympics are comprised of leadership and occupational skill contests except for the International Skill Olympics, which includes only occupational skills. Rules for these contests are found in *VICA United States Skill Olympics Regulations*.)

A. Local Skill Olympics
B. District Skill Olympics
C. State Skill Olympics
D. National Skill Olympics
E. International Skill Olympics

VICA CLUB ACTIVITIES
UNIT II

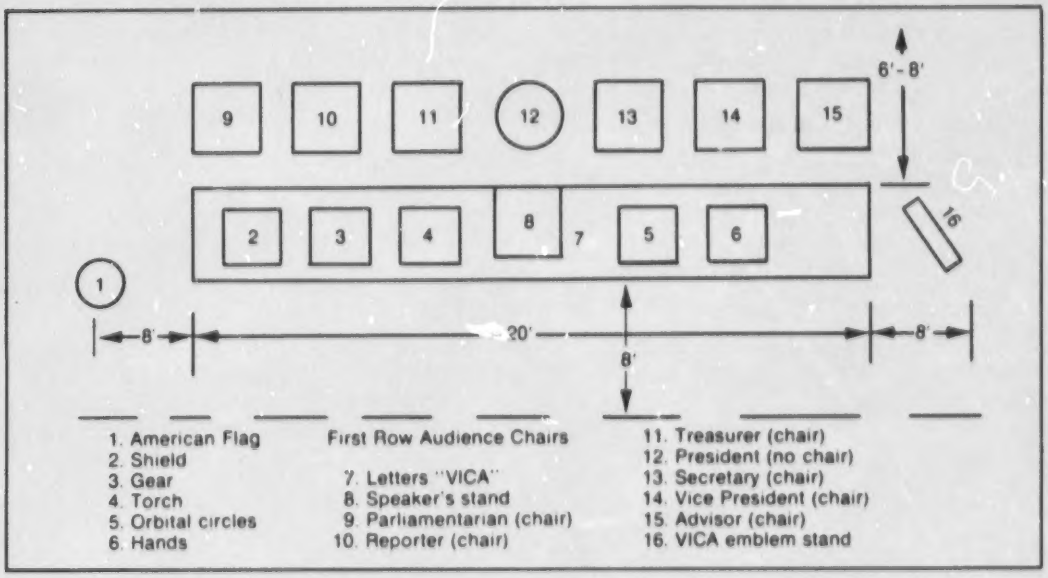
ASSIGNMENT SHEET #1 — PARTICIPATE IN OPENING AND CLOSING CEREMONIES

NAME _____ SCORE _____

VICA opening and closing ceremonies form the basis for all regular VICA meetings as well as other VICA ceremonies. Learning to participate in VICA opening and closing ceremonies develops basic leadership qualities: teamwork, poise in front of other people, voice control, a sense of order in conducting business, and attention to personal appearance. The ceremonies also reinforce beliefs

- in God (invocation)
- in VICA (emblem)
- in America (Pledge of Allegiance)
- in fair play (Golden Rule)
- in one's self (VICA pledge)

Use the stage or room arrangement shown below. If your chapter does not have a banner, be sure that some method is used to display the chapter colors prominently.



1. American Flag
2. Shield
3. Gear
4. Torch
5. Orbital circles
6. Hands

First Row Audience Chairs

7. Letters "VICA"
8. Speaker's stand
9. Parliamentarian (chair)
10. Reporter (chair)
11. Treasurer (chair)
12. President (no chair)
13. Secretary (chair)
14. Vice President (chair)
15. Advisor (chair)
16. VICA emblem stand

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ASSIGNMENT SHEET #1

OPENING CEREMONY

(*Officers march in from the outside entrance to their respective places and remain standing*)

President: (*Raps twice with the gavel*) The meeting will come to order. The invocation will be given by the . . . (*Names designated officer*).

Designated Officer: (*Gives the invocation and returns to his or her position*)

President: (*Raps gavel once to seat the officers*) The emblem is symbolic of the VICA organization. You are about to witness the Emblem Ceremony in which the meaning of each component of our emblem will be given and the significance of the colors described. (*Raps gavel once, calls for the parliamentarian, and steps directly back*)

Parliamentarian: (*Picks up shield and moves to speaker's stand*) The shield represents patriotism. (*Pauses*) The shield denotes our belief in democracy, liberty, and the American way of life. (*Affixes shield to VICA emblem, calls for the reporter, and returns to seat*)

Reporter: (*Picks up gear and moves to speaker's stand*) The gear represents the industrial society. (*Pauses*) The gear, symbolic of the industrial society, denotes the interdependence and cooperation of the individual working together with labor and management for the betterment of mankind. (*Affixes gear to VICA emblem, calls for the treasurer, and returns to seat*)

Treasurer: (*Picks up the torch and moves to speaker's stand*) The torch represents knowledge. (*Pauses*) The flaming torch reflects the light of knowledge which dispels the darkness of ignorance. In the light of the torch, progress will be made toward the vocational goals of the individual. (*Affixes torch to VICA emblem, calls for the secretary, and returns to seat*)

Secretary: (*Picks up the orbital circles and moves to speaker's stand*) The orbital circles represent technology. (*Pauses*) The circles represent the challenge of modern technology, and the training needed to accept and master new technical frontiers and the need for continuous education. (*Affixes circles to VICA emblem, calls for the vice-president, and returns to seat*)

Vice-president: (*Picks up the hands and moves to speaker's stand*) The hands represent youth. (*Pauses*) The hands portray a search for knowledge and our desire to acquire a skill. In the process of attaining knowledge and skill, we will develop a respect for the dignity of work and become productive and responsible citizens. (*Affixes the hands to the VICA emblem, calls for the club advisor, and returns to seat*)

Club Advisor (student): (*Moves to the emblem*) With affixing of the golden hands we add the final official color of VICA. The colors of the emblem represent our organization. Red and white represent the individual states and the clubs; blue represents the common union of the states and the clubs; and gold represents the individual, the most important element of the Vocational Industrial Clubs of America. (*Calls for the president, and returns to seat*)

ASSIGNMENT SHEET #1

President: (*Moves to the speaker's stand*) All of the components comprise our emblem. Separately, they could be applied to many organizations, but as one unit they represent the fundamental principles and purposes of our organization. (*Picks up the letters "V-I-C-A" and moves to the VICA emblem*) The emblem represents the Vocational Industrial Clubs of America. (*Affixes "V-I-C-A" to the VICA emblem, and returns to position, raps three times with gavel, causing all to stand*) We will respect the flag with the Pledge of Allegiance.

In Unison: I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible with liberty and justice for all.

President: (*Raps once with the gavel for all to be seated*)

CLOSING CEREMONY

President: Mr./Madam Secretary, have you a record of any further business to come before the meeting at this time?

Secretary: (*Rises and replies*) Mr./Madam President, I have none. (*Is seated*)

President: Does any member know of any new or unfinished business to come before the meeting? (*Pauses for response*) Since there is no further business to come before the meeting at this time, we will prepare to adjourn. Since the rule is the basic instrument of our work, it is particularly fitting that we select the Golden Rule, "Do unto others as you would have them do unto you," to govern our lives. Let us speak our pledge. (*Raps three times with the gavel on anvil for all to rise, and leads in reciting the pledge*)

In Unison: UPON MY HONOR, I Pledge:

To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers,

To base my expectations of reward upon the solid foundation of service,

To honor and respect my vocation in such a way as to bring repute to myself,

And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America.

President: I now declare this meeting adjourned until our next regular meeting or until a special meeting shall be called by your president. (*Raps once with gavel*)

(*All officers march out of the room in a formal manner*)

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VICA CLUB ACTIVITIES
UNIT II

ASSIGNMENT SHEET #2 — PARTICIPATE IN INSTALLATION CEREMONY

NAME _____ SCORE _____

Officer installation represents the official closing of the election process. The installation ceremony emphasizes the seriousness of the responsibilities that accompany each of the club officer positions, as well as the commitment required of each of the individuals selected for leadership positions. The ceremony is a serious one and should be carried out with dignity. Also, it is a club event in which parents, administrators, and advisory committee members are often included.

The same basic staging is used in the installation ceremony as was used in the opening and closing ceremonies. Additional items needed are eight white candles and one blue candle, with holders. Candles are arranged in a V-shape with the blue candle as the bottom point. Vases of red carnations and the lighted candles are placed on each table or on the ends of the tables.

If the platform is small, place only enough chairs on it for the outgoing officers. The incoming officers can be seated in the first row of the auditorium, ready to take their places upon the platform at the proper time. However, if the platform is large enough to accommodate them, the outgoing officers should sit on the right side of the stage (from audience's viewpoint), with the incoming officers on the left and opposite their corresponding officers.

Officers should sit from left to right in this order: chaplain, parliamentarian, reporter, treasurer, secretary, vice-president, historian, and president.

If at all possible, it is very effective to have a pianist playing "America the Beautiful" as the officers file onto the platform. This may be played softly at both the beginning and the end of the ceremony.

INSTALLATION CEREMONY

Outgoing President: Fellow members of the Vocational Industrial Clubs of America, it is my pleasure at this time to present your new officers — duly elected and entrusted with the administration of this organization during the coming year. Will each of our incoming officers please stand when called upon and face his or her predecessor for induction into office.

(*The chaplain faces the audience from behind the rostrum and the chaplain-elect approaches and faces the rostrum*)

Chaplain: Mr./Madam Chaplain-elect, you have been chosen by your fellow members as chaplain of the organization. You will be in charge of the devotional exercises at each organization meeting. As you light your candle, may I remind you that the cross is the symbol of your office. Please repeat after me:

Responsively: I, (Name), promise to fulfill the duties of my office, as chaplain, to the best of my ability.

Chaplain: (*Gives a pin to the new officer*) I now present you with the pin of your office and declare you duly obligated and installed as chaplain of (Name of Club) for (Year).

ASSIGNMENT SHEET #2

(*The parliamentarian faces the audience from behind the rostrum, and the parliamentarian-elect approaches and faces the rostrum*)

Parliamentarian: Mr./Madam Parliamentarian-elect, it is your duty to serve as a consultant to the president on procedural matters. An authority on parliamentary procedure is frequently needed, and the parliamentarian is the source of such information. He or she must have in his or her posession at all times *Robert's Rules of Order, The Leadership Handbook* of the Vocational Industrial Clubs of America, and the national, state, and local constitutions. The lighting of your candle is symbolic of the passing of the torch. May I remind you that the shield, a vital part of your VICA emblem, represents patriotism. The symbol of your office, the shield, denotes belief in democracy, liberty, and the American way of life. Please repeat after me:

Responsively: I, (Name), promise to fulfill the duties of my office, as parliamentarian, to the best of my ability.

Parliamentarian: (*Gives a pin to the new officer*) I now present you with the pin of your office and declare you duly obligated and installed as parliamentarian of (Name of Club) for (Year).

(*The reporter faces the audience from behind the rostrum, and the reporter-elect approaches and faces the rostrum*)

Reporter: Mr./Madam Reporter-elect, it is your obligation as reporter to compile reports of all the activities of VICA, and release them to the press, radio, and television. You are in charge of all public relations carried on in VICA. As you light your candle, may I remind you that the symbol of your office is the gear, symbolic of the industrial society, which denotes the interdependence and cooperation of the individual working together with labor and management for the betterment of mankind. Please repeat after me:

Responsively: I, (Name), promise to fulfill the duties of my office, as reporter, to the best of my ability.

Reporter (*Gives a pin to the new officer*) I now present you with the pin of your office and declare you duly obligated and installed as reporter of (Name of Club) for (Year).

(*The treasurer faces the audience from behind the rostrum, and the treasurer-elect approaches and faces the rostrum*)

Treasurer: Mr./Madam Treasurer-elect, you have been elected by your fellow members to serve as treasurer of the organization. The duties of your office include billing for annual dues, sending membership records, assisting in the making of the annual budget, paying all approved bills, maintaining accurate records, and preparing financial statements. A knowledge of simple accounting must be mastered and all records must be kept accurately. As you light your candle, may I remind you that the flaming torch, the symbol of your office, reflects the light of knowledge which dispels the darkness of ignorance. In the light of the torch, progress will be made toward vocational goals of the individual. Please repeat after me:

ASSIGNMENT SHEET #2

Responsively: I, (Name), promise to fulfill the duties of my office, as treasurer, to the best of my ability.

Treasurer: (*Gives pin to the new officer*) I now present you with the pin of your office and declare you duly obligated and installed as treasurer of (Name of Club) for (Year).

(*The secretary faces the audience from behind the rostrum, and the secretary-elect approaches and faces the rostrum*)

Secretary: Mr./Madam Secretary-elect, you have been honored by your fellow members with the responsibility of keeping accurate meetings. You have custody of the Constitution and By-laws and will have them available at each meeting to be used for reference. You will check and write correspondence and provide the president with an agenda for the coming meeting. As you light your candle, may I remind you that the symbol of your office, the orbital circles, represent the challenge of modern technology. They signify the training needed to accept and master the challenge of new technical frontiers and the need for continuous education. Please repeat after me:

Responsively: I, (Name), promise to fulfill the duties of my office, as secretary, to the best of my ability.

Secretary: (*Gives a pin to the new officer)* I now present you with the pin of your office and declare you duly obligated and installed as secretary of (Name of Club) for (Year).

(*The vice-president faces the audience from behind the rostrum, and the vice-president-elect approaches and faces the rostrum*)

Vice-president: Mr./Madam Vice-president-elect, you have been selected by your fellow VICA members to serve as vice-president this year. Your duties will require you to preside at meetings and other functions in the absence of your president. As the one charged with the responsibility for the Program of Activities for the coming year, you must provide the spark and enthusiasm to keep VICA running smoothly. As you light your candle, may I remind you that the symbols of your office are the hands. The hands represent youth, and portray a search for knowledge and a desire to acquire a skill. In this process, we will develop a dignity for work and become more productive and responsible citizens. Please repeat after me:

Responsively: I, (Name), promise to fulfill the duties of my office, as vice-president, to the best of my ability.

Vice-president: (*Gives a pin to the new officer*) I now present you with the pin of your office and declare you duly obligated and installed as vice-president of (Name of Club) for (Year).

ASSIGNMENT SHEET #2

(The historian faces the audience from behind the rostrum, and the Historian-elect approaches and faces the rostrum)

Historian: Mr./Madam Historian-elect, you have been elected by your fellow members to serve as historian of the organization. It will be your responsibility to keep information and news about the organization in an up-to-date scrapbook. As you light your candle, may I remind you that the colors of the emblem, the symbols of your office, represent our organization. Red and white represent the individual states and the clubs; blue represents the common union of the states and the clubs; and gold represents the individual, the most important element of the Vocational Industrial Clubs of America. Please repeat after me:

Responsively: I, (Name), promise to fulfill the duties of my office, as historian, to the best of my ability.

Historian: (*Gives a pin to the new officer*) I now present you with the pin of your office and declare you duly obligated and installed as historian of (Name of Club) for (Year).

(*The president and president-elect take their places at the rostrum, facing the audience*)

President: Mr./Madam President-elect, you have been selected by your fellow VICA members to lead our organization for the coming year. A good president is one who can work with people and in turn get people to work with him or her for the betterment of the organization. You must be aware of the work that has to be done and provide leadership in seeing that it is accomplished. It is your responsibility to see that the organization is always moving ahead. You must know how to delegate authority to fellow officers and committees. You must preside over meetings, always using proper parliamentary procedure and practices. You must be the guiding light for fellow officers and members in the coming year. As you light your candle, may I remind you that the symbols of your office are the letters "V-I-C-A." Each of these letters alone means very little, but together they represent the strength of our organization. In the same respect, each of your officers alone can do little, but together they can work to carry out the activities and duties of the VICA organization. So, I urge you to lead your officers in working together in and for the strength of VICA. Please repeat after me:

Responsively: I, (Name), promise to fulfill the duties of my office, as president, to the best of my ability.

President: (*Gives a pin to the new president*) I now present you with the pin of your office and declare you duly obligated and installed as president of (Name of Club) for (Year).

(*Officers-elect are escorted to positions on stage by outgoing officers. When the retiring officers have escorted the officers-elect to their proper positions, they leave the stage and assume the seats of the new officers in the audience before the ceremonial candles. The president remains on the stage with the president-elect. The president passes the gavel to the president-elect.*)

President: I pass to you this gavel to close the (Name of Conference), and with its rap you launch the new year.

(*The president-elect may present an acceptance speech before rapping the gavel to signify the closing of the meeting.*)

VICA CLUB ACTIVITIES
UNIT II

ASSIGNMENT SHEET #3 — PARTICIPATE IN INITIATION CEREMONY

NAME _____ SCORE _____

Initiation is a special ceremony specifically designed to officially welcome new members into VICA. The ceremony also provides a unique opportunity for new members to focus on the ideals of VICA and VICA membership.

The same basic staging is used in the initiation ceremony as was used in the opening and closing ceremonies. Additional items needed to carry out the initiation ceremony include ribbon or paper colors or membership pins, and initiation emblems for new members.

(NOTE: Initiation group, including president, guide, and counselor could be VICA members or VICA alumni if possible.)

INITIATION CEREMONY
OKLAHOMA VICA

President: (*Raps three times with the gavel, calls initiation group to order, and sees that each is at the proper location and has the proper equipment*) We are assembled here to receive candidates who are eligible for membership into the Vocational Industrial Clubs of America. Let us now proceed with the initiation. Mr./Madam Counselor, have you prepared the initiates?

Counselor (VICA Member): I have.

President: We must now determine whether these minimum qualificatic ave been met. Mr./Madam Counselor, are all candidates regularly enrolled in trade and i strial subjects and are these initiates in good standing?

Counselor: I have examined each applicant and find them all in good standing.

President: Have they secured a suitable number of names on their VICA emblems? (Names of members, teachers, and employers that are suitable to the situation.)

Counselor: They have.

President: Can they recite, from memory, the Motto and the Pledge of Vocational Industrial Clubs of America?

Counselor: They can.

President: Do they meet the qualifications for entrance into the organization?

Counselor: They do. (*Guide should step inside before this statement. This statement should be heard by all present members.*)

ASSIGNMENT SHEET #3

Vice-president: Mr./Madam President, we have some worthy candidates who seek admittance to our organization. (*Candidates enter, led by guide, and remain standing*)

President: Very well, we shall now test the sincerity of these candidates. Candidates, raise your right hand and repeat the pledge with me.

In Unison: UPON MY HONOR, I pledge

To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers,

To base my expectations of reward upon the solid foundation of service,

To honor and respect my vocation in such a way as to bring repute to myself,

And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America.

President: What is the Motto of the Vocational Industrial Clubs of America?

Initiates: Preparing for Leadership in the World of Work. (*Candidates sit down*)

President: I hope that you will always carry the spirit of this pledge and motto in your heart and its works in your memory. Mr./Madam Guide, since you are acquainted with these candidates, will you tell us who they are?

Guide (VICA Member): Yes, Mr./Madam President. They are candidates from the trade and industrial classes from (*Names school*).

President: Mr./Madam Guide, will you see that they become acquainted with our organization?

Guide: (*Moves to Chaplain*) Mr./Madam Chaplain, I have with me some students who wish to learn the lessons that you have for them.

Chaplain: Your attention is called here to the United States flag which proclaims to all that our club is a national organization. The Vocational Industrial Clubs of America has its objective in the following

- To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities;
- To foster a deep respect for the dignity of work;
- To help students attain a purposeful life;
- To promote high standards in trade ethics, workmanship, scholarship, and safety;

ASSIGNMENT SHEET #3

- To develop the ability of students to plan together, to organize, and to carry out worthy activities and projects through the use of the democratic process;
- To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence; and
- To create among students, faculty members, patrons of the school and persons in industry a sincere interest in and an esteem for trade and industrial education.

Guide: (*Moves to parliamentarian*) We shall pause here to understand the denotation of the shield.

Parliamentarian: The shield represents patriotism. The shield denotes our belief in democracy, liberty, and the American way of life. (*Affixes shield to stand and returns to position*)

Guide: (*Moves to reporter*) Mr./Madam Reporter, will you explain to our initiates what the gear represents as a symbol?

Reporter: The gear represents the industrial society. The gear, symbolic of the industrial society, denotes the interdependence and cooperation of the individual working together with labor and management for the betterment of mankind. (*Affixes the gear to stand and returns to position*)

Guide: (*Moves to historian*) What lesson does the torch have to enlighten us?

Historian: The torch represents knowledge. The flaming torch reflects the light of knowledge which dispels the darkness of ignorance. In the light of the torch, progress will be made toward the vocational goals of the individual. (*Affixes the torch to stand and returns to position*)

Guide: (*Moves to secretary*) What challenge do the orbital circles offer to our initiates?

Secretary: The orbital circles represent technology. The circles represent the challenge of modern technology and the training needed to accept and master new technical frontiers and the need for continuous education. (*Affixes the orbital circles to the stand and returns to position*)

Guide: (*Moves to vice-president*) Mr./Madam Vice-president, for what are the hands searching and for what are they used?

Vice-President: The hands represent youth. The hands portray a search for knowledge and our desire to acquire a skill. In the process to attain knowledge and skill, we will develop a respect for the dignity of work and become productive and responsible citizens. (*Affixes the hands to the stand and returns to position*)

Guide: (*Moves to club advisor*) Will you explain the official colors of VICA to our initiates?

ASSIGNMENT SHEET #3

Club Advisor: With the affixing of the golden hands we add the final official color of VICA. The colors of the emblem represent our organization. Red and white represent the individual states and the clubs; blue represents the common union of the states and the clubs; and gold represents the individual, the most important element of the Vocational Industrial Clubs of America.

Guide: (*Moves to president*) Mr./Madam President, will you instruct our candidates further about our organization?

President: All of these components comprise our emblem. Separately, they could be applied to many organizations, but as one unit they represent the fundamental principles and purposes of our organization. (*Picks up the letters "V-I-C-A"*) The emblem represents the Vocational Industrial Clubs of America. (*Affixes letters*)

Guide: Mr./Madam President, these candidates have been shown about our work. They have observed and learned much about our work from our members.

President: Have these candidates learned the symbols and what they stand for?

Guide: Yes, Mr./Madam President. They recognized from the United States flag that the Vocational Industrial Clubs of America is a national organization. They also realize that the shield represents patriotism; that the gear is symbolic of the industrial society; that the flaming torch reflects the light of knowledge; that the orbital circles represent the challenge of modern technology; and that the hands portray a search for knowledge and our desire to acquire a skill. These candidates, from seeing the emblem, realize that they must be dedicated in order to become effective members of the Vocational Industrial Clubs of America. They have become acquainted with the colors of our organization, red, white, blue, and gold, and understand that the letters "V-I-C-A" are a symbol of our organization.

President: Candidates, skilled hands have been used in the formation of our emblem. I charge you, model your work and your life after the skilled men and women in your trade. Now, you as initiates are ready to put our creed to work. (*Initiates will recite the creed, and the president will read the explanation of the creed*)

Initiates: I Believe in the Dignity of Work.

President: I hold that the human race has advanced to the present culture through the intelligent use of hands and minds. I shall maintain a feeling of humbleness for the knowledge and skills that I receive from skilled men and women, and I shall conduct myself with dignity in the work I do.

Initiates: I Believe in the American Way of Life.

President: I know that our culture of today is the result of freedom of action and opportunities won by our American ancestors, and I will uphold their ideals.

Initiates: I Believe in Education.

ASSIGNMENT SHEET #3

President: I shall endeavor to make the best use of knowledge, skills, and experience that I learn in school in order that I may become a better worker in my chosen occupation and a better citizen in my community. To this end I will continue my learning both in and out of school.

Initiates: I Believe in Fair Play.

President: I shall through honesty and fair play respect the rights of others. I shall always conduct myself in the manner of the most skilled men and women in my occupation, and treat those with whom I work as I would like to be treated.

Initiates: I Believe Satisfaction is Achieved by Good Work.

President: I feel that compensation and personal satisfaction received for my work and services will be in proportion to my creative and productive ability.

Initiates: I believe in High Moral and Spiritual Standards.

President: I shall endeavor to conduct myself in such a manner as to set an example for others by living a wholesome life and by fulfilling my responsibilities as a citizen of my community. Will those of you in the front row please come forward and place your emblem beside the VICA emblem. (*Continues calling for remaining candidates by rows*)

Initiates: (*Move to the VICA emblem and place their emblems with the guide and counselor assisting; candidates return to positions as before*)

President: Mr./Madam Inspector, will you inspect the work?

Inspector: Yes, Mr./Madam President. (*Inspector moves to VICA emblem and checks the work seeing that all candidates have placed an emblem near the VICA emblem*) Mr./Madam President and members of the club, these candidates have performed their tasks skillfully. I recommend that we accept them into the Vocational Industrial Clubs of America and present them with our club colors (or pins if desired).

President: Will the guide and the counselor please prepare to present the colors (or pins)? We now invite you to come forward and receive the colors (or pin) which will signify your acceptance of membership.

(*Guide announces name of candidate, and counselor pins on the colors [or presents the pin]. If the group is large, both the guide and counselor may pin on the colors. After receiving the colors, the new member returns to his or her seat.*)

President: You are now members of the Vocational Industrial Clubs of America. This membership entities you to vote, hold office, and to any other privileges enjoyed by members. Will the officers assume their positions for the Closing Ceremony? Mr./Madam Secretary, have you a record of any further business to come before the meeting at this time?

Secretary: (*Rises and replies*) I have none, Mr./Madam President. (*Is seated*)

ASSIGNMENT SHEET #3

President: Does any member know of any new or unfinished business that should come before this meeting? (*Pauses for response*) Since there is no further business to come before the meeting at this time, we will prepare to adjourn. Since the rule is the basic instrument of our work, it is particularly fitting that we select the Golden Rule, "Do unto others as you would have them do unto you," to govern our lives. Let us speak our pledge. (*Strikes three blows with the gavel on the anvil for all to rise, and leads in reciting the pledge*)

VICA CLUB ACTIVITIES
UNIT II

ASSIGNMENT SHEET #4 — PREPARE A CLUB CALENDAR OF ACTIVITIES FOR AN ENTIRE SCHOOL YEAR

NAME _____ SCORE _____

The VICA program of work is also called a club calendar. A carefully-planned club calendar of activities for the entire school year is an excellent way to build and maintain a strong, active, local VICA organization. The activities should be well-balanced to include educational, social, civic, and professional functions. This will make learning more interesting. Every member should have an opportunity to participate by planning, serving on committees, arranging for guest speakers, and assisting in fund drives.

Use the information and examples that follow to prepare a club calendar of activities.

(NOTE: Each activity is an item of business to be considered, discussed, and brought to vote during a club meeting.)

SUGGESTED CLUB ACTIVITIES

Professional Development Activities

Becoming a professional doesn't stop with acquiring a skill. It also involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work. From the following list, select at least one club project *in addition to* in-club workshops.

☐ Plan a school assembly on vocational education and VICA.

☐ Host a reception for VICA alumni; have them tell how VICA has helped them in their work experience.

☐ Establish an occupational or professional library.

☐ Attend a court session or a local government public meeting.

☐ Take a trip to a union hall, a local business, another VICA club, or your state legislature.

☐ Invite guest speakers from labor and management organizations.

☐ Sponsor a Job Fair.

☐ Hold a workshop on parliamentary procedures, public speaking, or job interviews.

☐ Sponsor a debate.

☐ Provide training for entries in Skill Olympics leadership contests.

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ASSIGNMENT SHEET #4

Ways and Means Activities

Planning and participating in fund-raising activities allows you the financial means to carry out your other projects. Select at least one of the following ideas, or think of your own.

- ☐ Run the concession stand at school events.
- ☐ Have a bake sale.
- ☐ Have a rummage sale.
- ☐ Sell products from an approved VICA fund raiser.
- ☐ Sell greeting cards, school supplies, or homecoming mums.
- ☐ Raffle off cakes, turkeys, small appliances, or a used car.
- ☐ Hold a back-to-school, Christmas, or Valentine's Day dance.
- ☐ Have a car wash.
- ☐ Sell a service using your occupational skills.

Safety Activities

Being aware of potential hazards, both on and off the job, is part of becoming a responsible employee and citizen. Select at least one activity from this category.

- ☐ Invite a guest speaker to talk about occupational safety.
- ☐ Show a film on safety.
- ☐ Conduct a highway safety campaign.
- ☐ Have a safety poster or essay contest.
- ☐ Invite the local Red Cross to assist in a first-aid program.
- ☐ Participate in National Safety Week.
- ☐ Develop a poison control list for home reference; distribute it throughout the community.
- ☐ Keep your club's safety notebook up to date for contests.

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ASSIGNMENT SHEET #4

Social Activities

Getting to know each other in something other than a business or classroom setting leads to increased cooperation in school and community. Choose at least one activity from the following list.

- ☐ Have a picnic or a backyard barbeque.
- ☐ Stage a talent show.
- ☐ Plan and hold a banquet for parents, spouses, or children.
- ☐ Hold a reception or other social event for future VICA members.
- ☐ Sponsor a dance, perhaps with another club.
- ☐ Hold a faculty reception.
- ☐ Have a swimming or skating party.
- ☐ Go on a hayride.
- ☐ Plan interclub athletic events.
- ☐ Plan and hold an industry/student banquet.

Public Relations/Publicity Activities

Informing your community of your achievements brings you the credit you deserve. Remember that almost every VICA activity you plan has public relations value. In addition to advising local news media of your programs, select at least one of the following activities.

- ☐ Invite school administrators to visit a club meeting.
- ☐ Make a float for homecoming or holiday parade.
- ☐ Plan an assembly on vocational education and VICA.
- ☐ Circulate your club newsletter.
- ☐ Publicize VICA on a bulletin board or in a display case.
- ☐ Join with a civic organization in a community service project.
- ☐ Have an industry/student banquet.
- ☐ Conduct a membership drive with posters, PA announcements, social events.
- ☐ Hold a "Dress Up VICA" day.
- ☐ Use National VICA Week to tell VICA's story in the school and in the community.

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ASSIGNMENT SHEET #4

Community Service Activities

Letting your community know that you are there and that you care promotes understanding and goodwill. Plan and carry out at least one of the following activities that is appropriate to your community.

- ☐ Invite members of a civic organization to a dinner; join them in a service project.
- ☐ Entertain at an orphanage, hospital, nursing home, jail, or mental institution.
- ☐ "Adopt" a needy family for Thanksgiving; prepare a food basket for them.
- ☐ Work to get out the vote at election time.
- ☐ Hold a voter awareness seminar for students of voting age.
- ☐ Plan and carry out a beautification/conservation/renovation project.
- ☐ Collect toys for Christmas distribution to needy children.
- ☐ Plan a consumer education program.
- ☐ Hold a drug/alcohol abuse seminar.
- ☐ Plan and carry out a highway safety check.
- ☐ Hold a health fair; invite local physicians, nurses, and dentists to participate.

U.S. Skill Olympics Activities

Preparing for and competing in your occupational area or in a leadership area provides an opportunity for you to demonstrate your skills. Participate in at least one of the activities suggested below.

- ☐ Work on display for local, state, national contests.
- ☐ Hold an open house when you have your local contests.
- ☐ Attend district, state, and national contests.
- ☐ Develop a club scrapbook for Outstanding Club contest.
- ☐ Have a public speaking contest.
- ☐ Work with VICA advisors to involve instructional program advisory committee in the administration of local contests.
- ☐ Get as many members as possible to participate in *all* contests.
- ☐ Publish contest dates and filing procedures.

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ASSIGNMENT SHEET #4

SAMPLE PROGRAM OF WORK

SEPTEMBER
- Organizational Meeting (Orientation to VICA)
- Start Preparing Scrapbook
- Plan Year's Projects
  - (Officers' Pictures in Newspaper)
- Membership Drive

OCTOBER
- Club Party (Entertain New Club Members)
- Dinner Meeting (Restaurant, with Guest Speaker, Former Members)
- Plan to Attend District Leadership Conference
- District Fall Conference

NOVEMBER
- Needy Family Project for Thanksgiving
  - (Radio Announcement; Newspaper Coverage)
- Float in Christmas Parade
- Dinner Meeting (Same as October)

DECEMBER
- Christmas Party — Dance with Other Clubs if Possible
- School Project — Bulletin Board, Christmas Music over PA, Devotion
- Community Service — Toys Project (News Coverage)

JANUARY
- Dinner Meeting (Same as October)
- Chapel Program
- Plan VICA Week Activities

FEBRUARY
- Open House for Parents
- Plan for State Conference
- Attend Regional Conference

MARCH
- Community Project — Clean-up, Paint-up (News Coverage)
- State Spring Conference (News Coverage)

ASSIGNMENT SHEET #4

APRIL
Employer/Employee Banquet (News Coverage)

MAY
Election of Officers for Next Year if Possible
Last Meeting to Close Year (Make Plans for Coming Year)

ASSIGNMENT SHEET #4

WORKSHEET

AUGUST	ACTIVITIES	COMMENTS
8--	Organizational Meeting	
SEPTEMBER		
OCTOBER		
NOVEMBER		
DECEMBER		
JANUARY		

ASSIGNMENT SHEET #4

FEBRUARY	ACTIVITIES	COMMENTS
MARCH		
APRIL		
MAY		

VICA CLUB ACTIVITIES
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

VICA CLUB ACTIVITIES
UNIT II

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with VICA club activities. Write the correct numbers in the blanks.

_____a.	An organized listing of an order of business for a meeting	1. Executive council
_____b.	Standing committee that acts to expedite club planning; usually made up of all officers	2. Parliamentary procedure
_____c.	Set of rules for conducting a meeting in an organized and efficient manner	3. Extemporaneous speech
_____d.	Talk delivered on an assigned topic with a minimum of advance preparation	4. Agenda

2. Describe reasons for VICA ceremonies.

a. Opening and closing — _____

_____

_____

_____

_____

b. Installation — _____

_____

c. Initiation — _____

_____

TEST

3. Match club officers to their correct duties. Write the correct numbers in the blanks. Answers may be used more than once.

_____a.	Is responsible for financial records	1. President
_____b.	Presides over all meetings	2. Vice-president
_____c.	Assembles club scrapbook	3. Secretary
_____d.	Has a working knowledge of parliamentary procedure	4. Treasurer
_____e.	Prepares agenda with president	5. Historian
_____f.	Is responsible for devotional exercises at club meetings	6. Reporter
_____g.	Serves as chair of executive council	7. Parliamentarian
_____h.	Prepares and gives treasurer's report	8. Chaplain
_____i.	Assists president and serves as presiding officer in president's absence	
_____j.	Prepares news releases and distributes them to local press, radio, and television	
_____k.	Is responsible for sending club news to state and national VICA publications	
_____l.	Appoints committees	
_____m.	Records attendance	
_____n.	Coordinates all committee work	
_____o.	Coordinates club photographs	
_____p.	Assumes responsibility for guest speakers and club meeting programs	
_____q.	Keeps minutes of all meetings	
_____r.	Is responsible for all club correspondence	
_____s.	Coordinates Outstanding Club entry	
_____t.	Informs president of correct parliamentary procedure	
_____u.	Fills in for any absent officer except the president	

TEST

4. Arrange in order the steps of the election process. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Nominate officers

_____b. Hold election

_____c. Appoint election committee

_____d. Install new officers

_____e. Campaign

5. State the primary purposes of committees.

a. _____

_____

b. _____

_____

c. _____

_____

6. Match common types of committees to their lengths of service. Write the correct numbers in the blanks.

_____a.	Appointed for entire year	1. Special
_____b.	Appointed as needed for specific activities	2. Standing

7. Arrange in order the steps in setting up committees. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Officers make staffing assignments

_____b. Executive council (club officers) decides which committees are needed

_____c. Club president appoints chairperson

TEST

8. Match to their correct purposes the VICA club activity areas for a program of work. Write the correct numbers in the blanks.

_____a.	Develops increased awareness in citizenship, leadership, and productivity in the world of work	1. Social
_____b.	Promotes understanding and goodwill within the community	2. Ways and means
_____c.	Plans and participates in fund-raising activities	3. Public relations
_____d.	Prepares members for competition in occupational and leadership contests	4. Professional development
_____e.	Promotes awareness of safety hazards on or off the job	5. Skill Olympics
_____f.	Develops a good relationship between school and community	6. Community service
_____g.	Provides informal atmosphere for club members to get better acquainted	7. Safety

9. Select from the following list considerations for selecting meaningful activities for a club calendar. Write an "X" in the blank before each correct answer.

_____a. Does activity make a lot of money for the club?

_____b. Does activity contribute to program objectives?

_____c. Does activity involve only club officers?

_____d. Does activity contribute to VICA goals?

_____e. Does activity reflect the thinking of the entire group?

_____f. Does activity allow for planning and implementation to be performed by students?

_____g. Does activity contribute to a good time?

_____h. Does activity allow for committee work to contribute to the overall activity program?

_____i. Does activity ensure that leadership development is a major part of all activities?

TEST

10. Match types of competitive VICA activities to their contest areas. Write the correct numbers in the blanks. Numbers may be used more than once.

_____a. Health occupations contests

_____b. Club business procedure

_____c. Opening and closing ceremonies

_____d. Display

_____e. Job Skill Demonstration

_____f. Prepared speech

_____g. Trade, industrial, technical occupations contests

_____h. Extemporaneous speech

_____i. Job interview

_____j. Outstanding Club

_____k. Safety

_____l. Special Newspaper Award (state only)

1. Occupational Skill Olympics
2. Leadership development contests
3. General contests

11. Name five VICA training conferences available to members.

a. _____

b. _____

c. _____

d. _____

e. _____

12. Name levels of competitive VICA activities that students may enter.

a. _____

b. _____

c. _____

d. _____

e. _____

TEST

(NOTE: Test questions 13-16 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

13. Participate in opening and closing ceremonies.

14. Participate in installation ceremony.

15. Participate in initiation ceremony.

16. Prepare a club calendar of activities for an entire school year.

VICA CLUB ACTIVITIES
UNIT II

ANSWERS TO TEST

1. a. 4
   b. 1
   c. 2
   d. 3

2. Description should include the following
   a. Opening and closing
      1) To start and close meetings in an orderly, businesslike way
      2) To say VICA's beliefs aloud so that their meanings are personally adopted
      3) To tell to visitors in class or shop the story of VICA and vocational education in a brief, effective way
   b. Installation — To officially put into office the newly elected officers
   c. Initiation — To provide a special ceremony by which a person becomes a part of VICA

3.

a.	4	g.	1	m.	3	s.	5
b.	1	h.	4	n.	2	t.	7
c.	5	i.	2	o.	6	u.	8
d.	7	j.	6	p.	2		
e.	3	k.	6	q.	3		
f.	8	l.	1	r.	3		

4.

a.	2	d.	5
b.	4	e.	3
c.	1		

ANSWERS TO TEST

5. a. To allow more students to become actively involved in club activities
   b. To equally distribute workload
   c. To provide club with information, or to make recommendations to club members

6. a. 2
   b. 1

7. a. 3
   b. 1
   c. 2

8. a. 4
   b. 6
   c. 2
   d. 5
   e. 7
   f. 3
   g. 1

9. b, d, e, f, h, i

10.

a.	1	d.	3	g.	1	j.	3
b.	2	e.	3	h.	2	k.	3
c.	2	f.	2	i.	2	l.	3

11. Answer should include any five of the following
    a. Summer Leadership Training Institute
    b. Fall District Leadership Training Institute
    c. Regional Leadership Training Conference
    d. Legislative Day
    e. Spring Leadership Contest

ANSWERS TO TEST

f. State Skill Olympics

g. United States Skill Olympics (USSO)

12. a. Local Skill Olympics

b. District Skill Olympics

c. State Skill Olympics

d. National Skill Olympics

e. International Skill Olympics

13. Evaluated to the satisfaction of the instructor

14. Evaluated to the satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

16. Evaluated to the satisfaction of the instructor

VICA CLUB MEETINGS
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to actively participate in a VICA meeting. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with conducting a VICA meeting.
2. Select from a list guidelines that ensure a good VICA meeting.
3. Arrange in order the parts of an order of business.
4. Match uses of the gavel to their correct purposes.
5. Select from a list basic principles of parliamentary procedure.
6. State the purpose of a motion.
7. Match parliamentary procedures to their correct purposes.
8. Arrange in order steps for processing a main motion.
9. Match methods of voting to their correct descriptions.
10. Assist in preparations for a VICA meeting.
11. Use proper sequence to bring an item of business before an assembly for consideration.
12. Conduct a meeting.

VICA CLUB MEETINGS
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Supplements

1. Supplement #1 — Parliamentary Crossword Puzzle and Solution

2. Supplement #2 — Instructions for Game "Motion on My Back"

D. Information sheet

E. Assignment sheets

1. Assignment Sheet #1 — Assist in Preparations for a VICA Meeting

2. Assignment Sheet #2 — Make a List of Motions Made in Club Business Meeting

3. Assignment Sheet #3 — Use Proper Sequence to Bring an Item of Business Before an Assembly for Consideration

4. Assignment Sheet #4 — Conduct a Meeting

F. Answers to assignment sheets

G. Test

H. Answers to test

II. Instructor's guide

A. Order materials to supplement unit.

1. *Meetings Kit,* available from the State VICA Director, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

(NOTE: *Meetings Kit* is designed to take your club from the first informal committee meetings through the process of holding a formal business meeting with a guest speaker. Through its use, students will learn parliamentary procedure and the value of each individual's participation in club activities. Also, students will gain the confidence to participate effectively.)

SUGGESTED ACTIVITIES

2. Books and manuals

   a. "Pointers on Parliamentary Procedure," available from the National Association of Parliamentarians, 3706 Broadway, Suite 300, Kansas City, Missouri 64111.

      (NOTE: This publication is one of the most valuable resources for preparing students for competition.)

   b. "Club Procedure for Young People," available from the National Association of Parliamentarians, 3706 Broadway, Suite 300, Kansas City, Missouri 64111.

   c. *By the Rule: Parliamentary Law Motions Made Easy*, available from Stuart Books, P.O. Box 81, Garland, Texas 75040.

   d. *Oklahoma-VICA Official Handbook*, available from the State VICA Director, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

3. Audio-visual materials

   SUGGESTION:

   - Vinzant tapes, available from the National Association of Parliamentarians, 3706 Broadway, Suite 300, Kansas City, Missouri 64111.

     (NOTE: These tapes contain ten lessons on six cassettes, and include study questions and a delegate's guide.)

B. Make transparencies.

C. Prepare learning supplements if desired.

D. Provide students with objective sheet.

E. Discuss unit and specific objectives.

SUGGESTIONS:

- Point out that daily there are more than 11 million meetings in the United States. Discuss the importance of learning to participate effectively in business meetings and the importance of learning to use parliamentary procedure during business meetings.
- Arrange for students to observe a well-organized meeting in progress.
- Ask students if any of them have ever attended a meeting where the group was trying to conduct business yet had a difficult time doing so. Have students describe and discuss such a meeting.
- Use "Student Guide Introduction" from *Meetings Kit*.

SUGGESTED ACTIVITIES

F. Provide students with information sheet.

G. Discuss information sheet.

1. Introduce terms associated with conducting a VICA meeting; use Information Sheet, Section I.

   SUGGESTION:

   - Use Supplement #1 to introduce or review terms.

2. Explain that successful VICA meetings are the responsibility of all members; use Information Sheet, Section II; Assignment Sheet #1; and visuals associated with meeting preparation from the *Meetings Kit.*

   SUGGESTION:

   - Use "Regular VICA Meeting" form the Student Guide in the *Meetings Kit* to help explain to students how to plan, organize, and evaluate a meeting.

3. Introduce students to basic organization and operation of a VICA club meeting; use Information Sheet, Sections III and IV, and Assignment Sheet #1.

   SUGGESTIONS:

   - Use transparency "Order of Business" from *Meetings Kit.*
   - Use "Your First Official VICA Meeting" script from *Meetings Kit.*
   - Refer students to *Oklahoma-VICA Official Handbook* for additional information.
   - Have students practice responding to gavel raps.

4. Emphasize how the principles of parliamentary procedure facilitate meeting operations; use Information Sheet, Section V.

   SUGGESTIONS:

   - Use "Regular VICA Meeting" from the Student Guide in the *Meetings Kit* for additional reading.
   - To review, write the letters of the word "parliamentary" on chalkboard. Have students use the letters to create parliamentary-related terms. Then have students give the meaning of these terms.

SUGGESTED ACTIVITIES

- Arrange for students to observe a meeting where parliamentary procedure is successfully used.

- Invite a guest speaker from the National Parliamentary Association or Toastmasters to speak about the use and value of parliamentary procedure in meetings.

5. Help students understand the purpose of a motion, as well as the variety of motions used to execute club business; use Information Sheet, Sections VI and VII.

   SUGGESTIONS:

   - Play "Motion on My Back," using the instructions provided in Supplement #2.

6. Help students begin to feel comfortable with using parliamentary procedure; use Information Sheet, Section VIII, Assignment Sheets #2 through #4, and visual associated with precedence of common motions from *Meetings Kit.*

   SUGGESTIONS:

   - Set up practice sessions so that students can call a meeting to order and make a main motion.

   - Use transparencies from the "The Eight Steps for Processing a Motion" in the *Meetings Kit.*

   - Use Vinzant tapes to help students practice using parliamentary language.

   - Have students who are not involved in the role-playing situation in Assignment Sheet #4 list the motions.

7. Introduce methods of voting used in VICA meetings; use Information Sheet, Section IX.

   SUGGESTION:

   - Relate voting methods to their uses in school, local government, the state legislature, and Congress.

III. Unit references

A. *By the Rule: Parliamentary Law Motions Made Easy*. Garland, Texas: Stuart Books, n.d.

B. Cruzan, R. M. *Practical Parliamentary Procedure*. Bloomington, Illinois: McKnight and McKnight, 1954.

SUGGESTED ACTIVITIES

C. Jones, O. Garfield. *Parliamentary Procedure at a Glance.* New York: Meredith Press, 1949.

D. Jones, O. Garfield. *Senior Manual for Group Leadership.* New York: Appleton-Century-Crofts, Inc., 1949.

E. *Oklahoma-VICA Official Handbook.* Stillwater, Oklahoma: Oklahoma Association of Vocational Industrial Clubs of America, Inc., 1981.

F. Page, R. E. "Gus," and Cecil D. Maynard. *OSU Extension Facts: Parliamentary Procedure for FFA.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.

G. *Pointers on Parliamentary Procedure.* Kansas City, Missouri: National Association of Parliamentarians, 1974.

H. Stewart, Wilbur F. *Helps in Mastering Parliamentary Procedure.* New Concord, Ohio: Co-op Printshop, 1954.

I. Sturgis, Alice F. *Learning Parliamentary Procedure.* New York: McGraw-Hill Book Co., Inc., 1953.

J. Sutherland, S. S. *When You Preside.* Danville, Illinois: Interstate Printers and Publishers, 1959.

VICA CLUB MEETINGS
UNIT III

SUPPLEMENT #1 — PARLIAMENTARY CROSSWORD PUZZLE AND SOLUTION

Solve the parliamentary crossword puzzle on the following page, using the clues below.

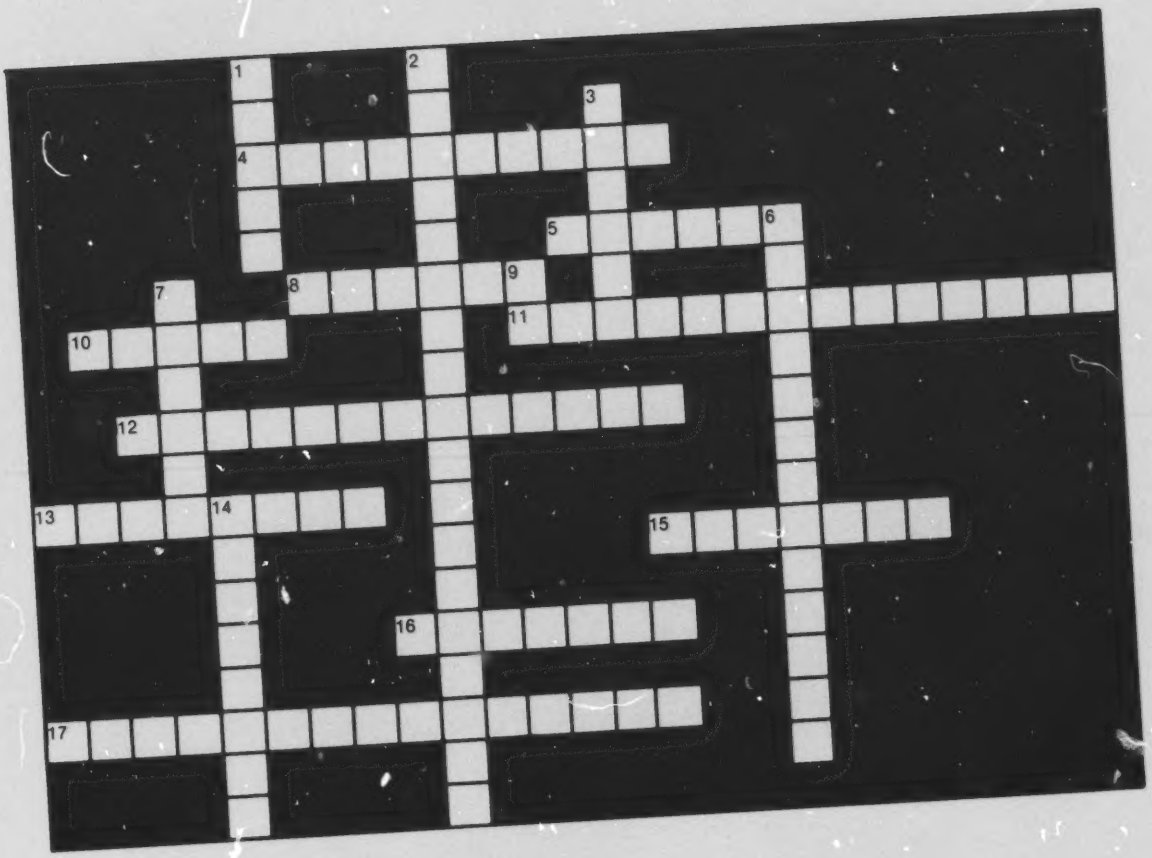
ACROSS

4. Incorrect parliamentary procedure (3 wds)
5. To refer questions or papers to a committee
8. Proposal that something be done; method of bringing a question before the assembly for consideration
10. To change the wording of a motion
11. Statements of the regular order of business (4 wds)
12. Pertaining to a set of rules for conducting a meeting in an organized and efficient manner
13. Group of persons gathered for any purpose
15. _____ question; immediate motion before the assembly
16. Record of the proceedings at a meeting
17. Taking vote (2 wds)

DOWN

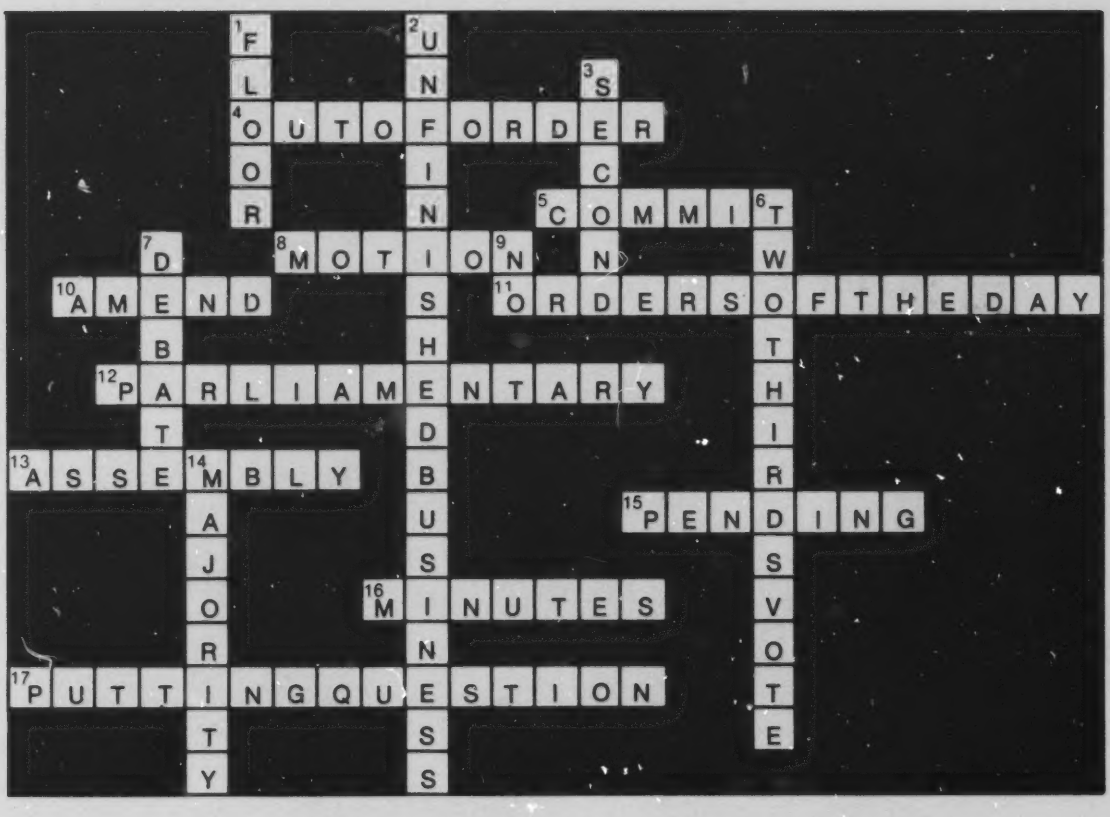
1. Designated place from which a member speaks
2. Items that were not completed at last meeting (2 wds)
3. Requirement in many motions that at least two members are interested in the question
6. More than two-thirds of the legal votes are cast (3 wds)
7. Procedure allowing positive and negative expression on a question or issue
9. Meaning of "nay"
14. At least one more than half of the legal votes cast

SUPPLEMENT #1



SUPPLEMENT #1

SOLUTION TO PARLIAMENTARY CROSSWORD PUZZLE



VICA CLUB MEETINGS
UNIT III

SUPPLEMENT #2 — INSTRUCTIONS FOR GAME "MOTION ON MY BACK"

Set up the game "Motion on My Back"

A. Object — Identify a motion when given its characteristics.

B. Preparation

1. Write the names of the following subsidiary motions in large letters on sheets of paper, using a separate sheet for each motion: *lay on the table, previous question, limit debate, postpone, refer to a committee, amend, postpone indefinitely.*

2. Make a flashcard for each of the following characteristics of different motions: *second, no second, debatable, not debatable, amendable, not amendable, majority vote, two-thirds vote, can be reconsidered, cannot be reconsidered, reconsider affirmative only, recognition required, no recognition required.*

C. Playing instructions

1. Pin a motion sheet on each student's back without letting the student see it.

2. Distribute a flashcard to each player.

3. Designate one player as "It."

4. Have the player designated "It" rise and display the motion on his or her back to the other players.

5. Have the other players hold up the flashcards that describe the characteristics of the motion.

6. "It" tries to guess the name of the motion from the cards shown.

7. Continue game until each player has guessed the name of the motion on his or her back.

D. Variations

1. Give cards with matching characteristics, e.g. *second, no second,* to one player when the number of players is limited.

2. Include privileged and incidental motions for intermediate and more advanced players.

VICA CLUB MEETINGS
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Parliamentary procedure — Set of rules for conducting a meeting in an organized and efficient manner

B. Assembly — Group of persons gathered for any purpose

C. Minutes — Record of the proceedings at a meeting

D. Majority — At least one more than half of the legal votes cast

E. Motion — Proposal that something be done; method of bringing a question before the assembly for consideration

F. Unfinished business — Items that were not completed at last meeting

G. Amend — To change the wording of a motion

EXAMPLES: By adding to, by striking out, by inserting, by both striking out and inserting, by substituting

H. Floor — Designated place from which a member speaks

I. Commit — To refer questions or papers to a committee

J. Debate — Procedure allowing positive and negative expression on a question or issue

K. Two-thirds vote — More than two-thirds of the legal votes are cast

L. Out of order — Term that indicates incorrect parliamentary procedure

(NOTE: This parliamentary procedure term may be used by the presiding officer whenever a member misuses a parliamentary procedure or whenever excessive noise and disturbance occur during a meeting.)

M. Putting the question — Taking the vote

N. Second — To indicate formally one's approval or support of a motion, nomination, or procedure preliminary to discussion of or vote on it

O. Orders of the day — Statements of the regular order of business

P. Pending question — The immediate motion before the assembly

INFORMATION SHEET

II. Guidelines that ensure a good VICA meeting

A. Plan in advance

(NOTE: When planning, be sure that all officers know their duties and responsibilities, and prepare and distribute the agenda as necessary.)

B. Start and end meeting on time

C. Use VICA opening and closing ceremonies

D. Follow order of business

(NOTE: Use parliamentary procedure to move business along enthusiastically.)

E. Give well-prepared, well-organized committee reports

F. Involve all members in some way

G. Provide some type of entertainment

III. Parts of an order of business

(NOTE: Every club should have an established order of business and should follow it at all regular meetings. Members then know what to expect and can participate effectively. The following order is suggested for regular meetings, but it is, of course, subject to modification and change to fit the needs of a particular club situation. However, when a different order of business is prepared, important items cannot be overlooked.)

A. Opening

EXAMPLES: Call to order, invocation, VICA emblem ceremony, roll call, pledge to flag, minutes, correspondence

B. Reports

EXAMPLES: Treasurer's, officers', standing committees', special committees'

C. Unfinished business

D. New business

E. Program

EXAMPLES: Speakers, educational activities, films or demonstrations, presentations of honors and awards

INFORMATION SHEET

F. Special ceremonies

EXAMPLES: Initiation of new members, installation of officers, granting honorary memberships

G. Closing

H. Entertainment and refreshments

IV. Uses of the gavel and their purposes

(NOTE: A good meeting should have dignity and order. It is the responsibility of the presiding officer to maintain complete order. Members should do their socializing outside the meeting. Talking is done only with proper recognition from the presiding officer.)

A. One rap of gavel — Signals all members to be seated

B. Two raps of gavel — Call official VICA ceremony or meeting to order

C. Three raps of gavel — Signal all members to stand

V. Basic principles of parliamentary procedure

A. Justice and courtesy for all

B. Majority rule

C. Right of minority to be heard

D. Protection of rights of absentee

E. Consideration of one thing at a time

F. Maintenance of order

G. Expedition of business

VI. Purpose of a motion — To bring a question before the assembly for consideration

VII. Purposes of parliamentary procedures

A. Main motion — To present an item of business for consideration and action by the club

EXAMPLE: "I move to purchase a new VICA banner."

INFORMATION SHEET

B. Postpone — To allow members more time to consider question

EXAMPLE: "I move to postpone buying a VICA banner until after dues collection is complete."

C. Division of assembly — To determine the accuracy of a vote, especially when taken by voice or by show of hands

EXAMPLE: Any time a vote has been taken by voice or by show of hands, a member, without obtaining recognition, may rise and state the following.

Member: I call for a division; *OR*: Division

Presiding Officer: A division has been called for. Those supporting the motion that . . . please rise. The affirmative vote is 19 and the negative vote is 15. The motion . . . (*Effect is announced*).

D. Amend — To change the motion that is under consideration

EXAMPLES: The motion "I move to have a senior VICA dance" can be changed or amended in four ways:

To amend by adding: I move to amend the motion by adding the words "on February 10th."

To amend by striking out: I move to amend the motion by striking out the word "senior."

To amend by inserting: I move to amend the motion by inserting the word "Valentine" before the word "dance."

To amend by striking out and inserting: I move to amend the motion by striking out the word "senior" and inserting the words "all school" before the word "dance."

E. Refer — To place question temporarily in committee

EXAMPLE: "I move that we refer the motion to purchase a VICA banner to a committee consisting of . . ." *OR* "to a special committee on . . . "

F. Previous question — To stop debate and order an immediate vote

EXAMPLE: "I move the previous question."

INFORMATION SHEET

G. Point of order — To call attention to an incorrect parliamentary procedure

EXAMPLE: **Member:** *(Rising)* Mr./Madam President, I rise to a point of order.

Presiding Officer: State your point.

Member: The amendment offered is not related to the main motion and is therefore out of order. (*Takes seat*)

Presiding Officer: The member's point is well taken. The amendment is out or order. *OR* The Chair thinks the member's point is not well taken. The amendment is in order.

H. Question of privilege — To ask a question or to call attention to a matter that requires immediate action

EXAMPLE: **Member:** Mr./Madam President, I rise to a question of privilege affecting the assembly.

Presiding Officer: State your question of privilege.

Member: We cannot hear the speakers. I request that the doors of the hall be closed to shut out the noise.

Presiding Officer: Your request is granted. Will the ushers please close the doors.

I. Adjourn — To dismiss a meeting

EXAMPLE: "I move to adjourn."

VIII. Steps for processing a main motion

A. Obtain the floor

EXAMPLE: **Member:** Mr./Madam President.

(NOTE: Member must stand and be recognized before addressing the presiding officer.)

B. Assign the floor

EXAMPLE: **Presiding Officer:** Mr./Ms. A.

(NOTE: If the name of the member is not known by the presiding officer, respond with "Yes" or show recognition by a simple nod.)

INFORMATION SHEET

C. Make the motion

EXAMPLE: **Member #1:** I move to . . . *OR* I move that . . .

D. Second the motion

EXAMPLE: **Member #2:** I second the motion.

(NOTE: It is not necessary for the member to rise or wait to be recognized by the presiding officer to second a motion. Seconding a motion signifies that at least two members wish to discuss that item of business. If the presiding officer does not hear a second, he or she may call for a second.)

EXAMPLE: **Presiding Officer:** Is the motion seconded?

(NOTE: If no second is heard, there is no motion before the assembly, and the presiding officer moves to the next business in order.)

EXAMPLE: **Presiding Officer:** Since there is no second, there is no motion before the assembly. The next order of business is . . .

E. State the motion

EXAMPLE: **Presiding Officer:** It has been moved and seconded that . . .

(NOTE: Once stated by the presiding officer, the motion takes the form of a question upon which a decision must be made.)

F. Discuss/debate

(NOTE: To discuss/debate a question, a member must rise, address the presiding officer, and be assigned the floor. The maker of a motion may *not* speak against his or her motion, but is entitled to vote against it. No member is allowed to speak more than twice during the same meeting to the same question.)

EXAMPLE: **Presiding Officer:** Is there any discussion/debate?

Member: *(Begins his or her remarks)* I speak for (or against) the motion *AND (Closes his or her remarks)* I urge you to vote for (or against) this motion.

G. Put the question

EXAMPLE: **Presiding Officer:** Are you ready for the question?

(NOTE: If there is no response, the presiding officer restates the motion.)

INFORMATION SHEET

EXAMPLE: **Presiding Officer:** The question is on the motion to . . .

(NOTE: The presiding officer then takes a vote, both affirmative and negative.)

EXAMPLE: **Presiding Officer:** Those in favor say "aye." Those opposed say "no."

(NOTE: The usual method of voting on motions requiring only a majority vote is by voice.)

H. Announce vote and state action

EXAMPLE: **Presiding Officer:** The ayes have it and the motion is adopted. We will . . .

OR

The noes have it; the motion is lost. We will not . . .

IX. Methods of voting

A. Voice vote — Used most often on main motions requiring a majority vote

EXAMPLE: **Presiding Officer:** All those in favor of the motion, say "aye."

All those opposed say "no."

B. Rising — Used to verify a two-thirds vote or when division of the assembly has been called for

EXAMPLE: **Presiding Officer:** All those in favor please stand. Be seated.

All those opposed, please stand. Be seated.

C. Show of hands — May be used in small meetings or when division of the assembly has been called for

D. Ballot — Used when secret voting is needed

EXAMPLE: Officer's election

E. General consent — Used in matters generally understood

EXAMPLE: Adjournment

VICA CLUB MEETINGS
UNIT III

ASSIGNMENT SHEET #1 — ASSIST IN PREPARATIONS FOR A VICA MEETING

NAME _____ SCORE _____

Many employers consider a person's ability to communicate effectively and to work well with others as important as the technical skills required for the job. You can practice these human relations skills by participating in VICA activities and VICA meetings.

PART I

Read the script that follows to develop an idea of what to expect during a regular VICA club meeting.

(NOTE: This script is not a transcription of an actual meeting. Its purpose is to show the basic organization of a good VICA meeting.)

VICA MEETING

Opening Ceremony is conducted

Presiding Officer: Will the secretary please read the minutes of our last meeting?

Secretary: (*Reads minutes*)

Presiding Officer: Are there any corrections to the minutes? *(Pause for corrections)* If there are no corrections, the minutes stand approved as read. *OR* Are there any additional corrections to minutes? *(Pause)* If there are none, the minutes stand approved as corrected.

Presiding Officer: May we please have the treasurer's report?

Treasurer: *(Reads report)*

Presiding Officer: Are there any questions concerning the treasurer's report? *(Pause for questions)* If there are none, the treasurer's report will be filed.

The next order of business is committee reports. May we hear from the (Name of committee). *(Continues until all committee reports have been read)*

The first item of unfinished business is *(Names business left over from previous meeting).* Is there any discussion?

(NOTE: If there is unfinished business and discussion, handle like a main motion.)

ASSIGNMENT SHEET #1

The floor is now open for new business.

EXAMPLE: **Member:** *(Stands)* Mr./Madam President.

Presiding Officer: The chair recognizes (Member's name).

Member: I move that we purchase a VICA banner.

Second Member: I second the motion.

Presiding Officer: It has been moved and seconded that we purchase a VICA banner. Is there any discussion?

Members: *(Request the floor and state their opinions)*

Presiding Officer: The motion is that we purchase a new VICA banner. Is there any further discussion? If there is no further discussion, all in favor say "aye." Those opposed say "no."

Members continue to make motions and discuss other business as scheduled, as need of club is addressed, or as time permits.

Presiding Officer: Is there any further business? *(Pauses for responses)* If there is no further business, this meeting stands adjourned until our next scheduled meeting.

Closing Ceremony is conducted

PART II

Although it is the duty of club officers to actually prepare the agenda, it is your right and responsibility as a club member to offer ideas for the agenda. If you have a specific idea to bring up, let the president or secretary know in advance so that they can include it in the agenda.

In the space provided below, write several items that you would like to see discussed during VICA club meetings.

_____

_____

_____

_____

ASSIGNMENT SHEET #1

PART III

You should be willing to assist and to contribute to the successful preparation and operation of VICA club meetings. Use the checklist that follows to get an idea of the details that require attention before a VICA meeting.

MEETING CHECKLIST

Purpose of meeting_____

Special guests/Number of people expected_____

Place_____

Date and time_____

Check **Before Day of Meeting**

_____ Agenda has been prepared and posted

_____ Participants have been notified

_____ Meeting location is secured

_____ Special requirements (A/V equipment, etc.) have been completed

On Day of Meeting

_____ Meeting room is properly set up (See *VICA Leadership Handbook)*

_____ Safety exits are identified

_____ Any equipment required is ready

_____ Ventilation and lighting are adequate

_____ Officers are properly dressed

Equipment

_____ Gavel

_____ Speaker's stand

_____ American flag

_____ Emblem/easel

_____ Banner

_____ Constitution/Bylaws

_____ *VICA Leadership Handbook*

_____ *Robert's Rules of Order*

_____ Agenda

_____ Paper, pencils, chalk

_____ Calendar

_____ Special equipment

VICA CLUB MEETINGS
UNIT III

ASSIGNMENT SHEET #2 — MAKE A LIST OF MOTIONS MADE IN A CLUB MEETING

NAME _____ SCORE _____

There is a lot of value in practicing the use of simple parliamentary procedure correctly. Role play the business meeting on the following pages. After having practiced or observed the role-played situation, list the motions in the space provided below.

ASSIGNMENT SHEET #2

ROLE PLAY SITUATION

(At this point, all members and officers should be seated and quietly talking to one another.)

(NOTE: Normally at this point in the meeting, the opening ceremony is presented before the next order of business. However, the opening ceremony will be skipped in this example.)

Presiding Officer: *(Raps gavel twice; others stop talking)* This meeting of (Name of club) will come to order.

Presiding Officer: The secretary will read the minutes of the last meeting.

Secretary: *(Reads minutes)*

Presiding Officer: Are there any corrections to the minutes? *(Hears none)* The minutes will stand approved as read. May we now have the treasurer's report?

Treasurer: *(Reads report)*

Presiding Officer: Are there any questions concerning the treasurer's report? This report will be filed. Unfinished business is now in order. *(Hears none)* New business is now in order.

Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Member: I move that we collect twenty-five cents from each member of the club in order to make up a Christmas basket for a needy family.

Second Member: I second the motion.

Presiding Officer: It is moved and seconded that we collect twenty-five cents from each member of the club in order to make up a Christmas basket for a needy family. Is there any discussion?

(NOTE: You have just witnessed the correct procedure for making a main motion and having it seconded. The item is now ready for discussion because it has been stated by the presiding officer.)

Third Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Third Member: I think this is a worthy project. It would be an excellent service project. I urge the members to vote for the motion.

Fourth Member: Mr./Madam President.

ASSIGNMENT SHEET #2

Presiding Officer: *(Calls member by name)*

Fourth Member: I speak against the motion. Other clubs have similar projects. I think we can develop a better project.

Fifth Member: *(Rising hurriedly and without recognition)* I don't think we should give a Christmas basket . . . (interrupted by first member)

First Member: *(Rising)* Point of order.

Presiding Officer: State your point.

First Member: *(Calls fifth member by name)* did not address the chair and secure recognition.

Presiding Officer: Your point is well taken. *(Calls fifth member by name)* please address the chair and secure recognition before speaking.

(NOTE: You have now seen a person being ruled out of order and politely corrected by the presiding officer. Now you will see this same motion referred to a committee.)

Fifth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Fifth Member: I do not believe we should have this project because most of the other clubs give baskets and there will be too many.

Presiding Officer: *(After a short pause)* Is there any further discussion?

Sixth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Sixth Member: There are many questions to be answered about this motion; therefore, I move to refer this question to a committee of three, appointed by the chair, to report at our next meeting.

Third Member: I second the motion.

Presiding Officer: It is moved and seconded to refer this pending motion to a committee of three, appointed by the chair, to report at our next meeting. Is there any discussion on the motion to refer? *(Pause)* The vote is on the motion to refer the pending motion to a committee of three, appointed by the chair, to report at our next meeting. Those in favor say "aye." Those opposed say "no." The ayes have it and the motion to refer is adopted. The committee will be composed of (Name), (Name), and (Name). (Name) will serve as chairman of the committee. Is there any other business?

ASSIGNMENT SHEET #2

Second Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Second Member: I move that we have a candy sale.

First Member: I second the motion.

Presiding Officer: It has been moved and seconded that we have a candy sale.

Third Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Third Member: I move to buy a gavel, officers' pins, and a new *Robert's Rules of Order.*

Parliamentarian: Mr./Madam President, I rise to a point of order.

Presiding Officer: State your point of order.

Parliamentarian: The motion just proposed is out of order because there is already a main motion before the group.

Presiding Officer: Your point is well taken. The motion last proposed is out of order because at no time can there be more than one motion of a given rank on the floor, and both of the above motions carry the same rank. Is there any further discussion on the motion before the group?

Fifth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Fifth Member: I move to amend the motion by adding the words "bake sale and" before the word "candy."

(No second is received on this motion)

Presiding Officer: Is the motion seconded? *(Pause, none heard)* Since there is no second, is there any further discussion?

(NOTE: Any motion brought before the group must be seconded before it can be discussed or acted on. It is up to the presiding officer how long she or he will wait for a second. Usually, the presiding officer waits only a short time.)

ASSIGNMENT SHEET #2

Tenth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Tenth Member: Candy sales are normally reserved for the band members, and I don't think we can get it approved by the principal. I urge the members to vote against the motion.

Eighth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Eighth Member: I speak against the motion because I think we could have a better money-making project than a candy sale. We would not make enough money from each bar.

Ninth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Ninth Member: Will there be enough people involved to make a go of it?

Sixth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Sixth Member: Mr./Madam President, who said anything about selling candy bars? The band and booster club are selling boxes of candy and are making lots of money.

Fourth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Fourth Member: I move to amend the motion by striking out the word "candy" and inserting the word "cookie."

Tenth Member: I second the motion.

Presiding Officer: It has been moved and seconded to amend the motion by striking out the word "candy" and inserting the word "cookie," so that if amended the motion will read that we have a cookie sale. Is there any discussion on the motion to amend?

Tenth Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

ASSIGNMENT SHEET #2

Tenth Member: I speak in favor of the amendment because if we each baked a dozen cookies, we would have enough to make some money on a cookie sale.

Eleventh Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Eleventh Member: I'm against the amendment. Because of our jobs, most of us don't have time to bake cookies.

Presiding Officer: I don't think it is a very good idea either.

Parliamentarian: I rise to a point of order.

Presiding Officer: State your point of order.

Parliamentarian: The presiding officer does not have the right to express an opinion unless he or she relinquishes the chair.

Presiding Officer: Your point is well taken. The presiding officer stands corrected. Is there any further discussion on the motion?

(NOTE: It is not the privilege of the presiding officer to express his or her opinion of any discussion before the group. The presiding officer may discuss or give opinions simply by relinquishing the chair to another person, usually the vice-president. He or she may not then resume the chair until the motion is disposed of.)

Eleventh Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Eleventh Member: I move the previous question.

Twelfth Member: I second the motion.

Presiding Officer: The previous question is moved and seconded. All those in favor of ordering the previous question, please stand. Those opposed please stand. The affirmative have it, and the previous question is ordered. The question is on the amendment to strike out the word "candy" and insert the word "cookie" so that the motion if amended will read that we have a cookie sale. Those in favor of the amendment say "aye" . . . those opposed say "no." The ayes have it, and amendment is adopted.

First Member: Mr./Madam President, I call for a division of the assembly.

(NOTE: In case a voice vote is not distinct and evident, any member may call for a division. Many times this can change a decision by the presiding officer.)

ASSIGNMENT SHEET #2

Presiding Officer: A division is called for. Those in favor of the motion please stand. . . those opposed please stand. The vote is in the negative and the motion to amend is lost. Is there any further discussion on the motion to have a candy sale?

Second Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Second Member: I don't think we have enough information to hold a vote at this time. I move that we postpone the motion until the next regular meeting.

Third Member: I second the motion.

Presiding Officer: It has been moved and seconded that we postpone the motion to have a candy sale until the next regular meeting. Is there any discussion? *(Pause)* Since there is no further discussion, the question is on postponing the motion to have a candy sale.

(NOTE: If someone desires to move on to further business, it is possible to delay action on a motion by postponing it.)

Those in favor say "aye" . . . those opposed say "no." The ayes have it and the motion to have a candy sale is postponed until the next regular meeting. Is there any other business?

Third Member: Mr./Madam President.

Presiding Officer: *(Calls member by name)*

Third Member: I move to adjourn.

Fourth Member: I second the motion.

Presiding Officer: It has been moved and seconded to adjourn. All those in favor say "aye" . . . all those opposed say "no." They ayes have it, and the meeting will stand adjourned immediately after the closing ceremony.

(NOTE: During a regular club meeting, it is recommended that the club close its meetings with the closing ceremony. Once again, we have dispensed with this portion of the meeting in order to be within time limits. You have seen the proper procedure to follow in handling much of the business of a club by following proper parliamentary procedure.)

VICA CLUB MEETINGS
UNIT III

ASSIGNMENT SHEET #3 — USE PROPER SEQUENCE TO BRING AN ITEM OF BUSINESS BEFORE AN ASSEMBLY FOR CONSIDERATION

NAME _____ SCORE _____

There are eight basic steps for processing a motion. Using information outlined in Information Sheet, Section VIII and any additional references available, prepare a proper sequence to bring each item of business before the club. Use the spaces provided to practice the language of parliamentary procedure.

A. Move that the chapter purchase an American flag.

Recognition — *Member:* _____

President: _____

Main Motion — Member: _____

_____

Second — Member: _____

_____

President: _____

Debate Motion — Member: _____

_____

_____

President: _____

Member: _____

_____

_____

Vote — President: _____

_____

_____

Announcement, Result of vote — President: _____

_____

ASSIGNMENT SHEET #3

B. Introduce an idea for a fund-raising project.

Recognition Member: _____

President: _____

Main Motion Member: _____

_____

Second Member: _____

_____

President: _____

Debate Motion Member: _____

_____

_____

President: _____

Member: _____

_____

_____

Vote President: _____

_____

_____

Announcement, Result of vote President: _____

_____

(NOTE: You will find that you want to say things that do not exactly fit the procedure for processing a main motion. After you have learned to use the proper sequence for bringing an item of business before an assembly for consideration, you can begin to learn to handle the language associated with the other types of parliamentary procedure presented in the Information Sheet, Section VII.)

VICA CLUB MEETINGS
UNIT III

ASSIGNMENT SHEET #4 — CONDUCT A MEETING

NAME _____ SCORE _____

Conduct a business meeting and handle the following items of business. Refer to the information sheet if necessary.

FIRST MEETING

A. Move that the club take a field trip to _____ next Friday.

B. Two members discuss their favor for the motion.

C. One member discusses her or his opposition for the motion.

D. Move an amendment to change the date.

E. Adopt the amendment.

F. Adopt the amended motion.

G. Move to have _____ as a service project.

H. One member discusses in favor of motion.

I. Move to refer the motion to a committee.

J. Adopt the motion to refer.

K. Move to adjourn.

L. Adjourn.

SECOND MEETING

A. Move to sponsor _____ as a safety project.

B. One member discusses for the motion.

C. Two members discuss against the motion.

D. One member talks without recognition.

E. Rise to a point of order.

F. Move to postpone motion until _____.

ASSIGNMENT SHEET #4

G. Fail the motion to postpone.

H. Call for a division.

I. Move to purchase a _____.

J. Two members discuss in favor of motion.

K. Rise to a question of privilege to ask speaker to talk louder.

L. Adopt the main motion.

M. Move to adjourn.

N. Adjourn.

VICA CLUB MEETINGS
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2

a. Motion made to collect twenty-five cents from members to make up a Christmas basket for a needy family; motion referred to a committee

b. Motion to have a candy sale

c. Motion to amend candy sale to bake and candy sale; no second

d. Motion to amend candy sale to cookie sale; failed to carry because of vote shown during division of assembly

e. Motion to postpone the motion for the candy sale until the next regular meeting; made and adopted

f. Motion to adjourn

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

VICA CLUB MEETINGS
UNIT III

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with conducting a VICA meeting. Write the correct numbers in the blanks.

_____a.	Set of rules for conducting a meeting in an organized and efficient manner	1. Two-thirds vote
_____b.	Group of persons gathered for any purpose	2. Putting the question
_____c.	Record of the proceedings at a meeting	3. Assembly
_____d.	At least one more than half of the legal votes cast	4. Orders of the day
_____e.	Proposal that something be done; method of bringing a question before the assembly for consideration	5. Majority
_____f.	Items that were not completed at last meeting	6. Floor
_____g.	To change the wording of a motion	7. Second
_____h.	Designated place from which a member speaks	8. Motion
_____i.	To refer questions or papers to a committee	9. Debate
_____j.	Procedure allowing positive and negative expression on a question or issue	10. Unfinished business
_____k.	More than two-thirds of the legal votes are cast	11. Pending question
_____l.	Term that indicates incorrect parliamentary procedure	12. Commit
_____m.	Taking the vote	13. Parliamentary procedure
_____n.	To indicate formally one's approval or support of a motion, nomination, or procedure preliminary to discussion of or vote on it	14. Minutes
_____o.	Statements of the regular order of business	15. Amend
_____p.	The immediate motion before the assembly	16. Out of order

TEST

2. Select from the following list guidelines that ensure a good VICA meeting. Write an "X" in the blank before each correct answer.

_____a. Try to make sure that president makes the majority of decisions

_____b. Plan in advance

_____c. Start and end meeting on time

_____d. Allow members to speak at any time

_____e. Use VICA opening and closing ceremonies

_____f. Follow order of business

_____g. Give well-prepared, well-organized committee reports

_____h. Involve all members in some way

_____i. Have officers use parliamentary procedure most of the time

_____j. Provide some type of entertainment

3. Arrange in order the parts of an order of business. Write a "1" before the first part, a "2" before the second part, and so on.

_____a. Reports

_____b. Special ceremonies

_____c. Opening

_____d. Closing

_____e. Unfinished business

_____f. Entertainment and refreshments

_____g. Program

_____h. New business

4. Match uses of the gavel to their correct purposes. Write the correct numbers in the blanks.

_____a.	Signals all members to be seated	1. Two raps of gavel
_____b.	Signal all members to stand	2. One rap of gavel
_____c.	Call official VICA ceremony or meeting to order	3. Three raps of gavel

TEST

5. Select from the following list basic principles of parliamentary procedure. Write an "X" in the blank before each correct answer.

_____a. Justice and courtesy for all

_____b. Majority rule

_____c. Voting on all matters

_____d. Right of minority to be heard

_____e. Control of opposition

_____f. Protection of rights of absentee

_____g. Consideration of one thing at a time

_____h. Maintenance of order

_____i. Protection against motions to repeal decisions

_____j. Expedition of business

6. State the purpose of a motion.

_____

7. Match parliamentary procedures to their correct purposes. Write the correct numbers in the blanks.

_____a. To present an item of business for consideration and action by the club

_____b. To allow members more time to consider question

_____c. To determine the accuracy of a vote, especially when taken by voice or by show of hands

_____d. To change the motion that is under consideration

_____e. To place question temporarily in committee

_____f. To stop debate and order an immediate vote

_____g. To call attention to an incorrect parliamentary procedure

_____h. To ask a question or to call attention to a matter that requires immediate action

_____i. To dismiss a meeting

1. Previous question
2. Question of privilege
3. Amend
4. Main motion
5. Point of order
6. Adjourn
7. Postpone
8. Refer
9. Division of assembly

TEST

8. Arrange in order steps for processing a main motion. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Make the motion

_____b. Put the question

_____c. Assign the floor

_____d. Discuss/debate

_____e. Announce vote and state action

_____f. State the motion

_____g. Obtain the floor

_____h. Second the motion

9. Match methods of voting to their correct descriptions. Write the correct numbers in the blanks.

_____a.	Used most often on main motions requiring a majority vote	1. Rising
_____b.	May be used in small meetings or when division of the assembly has been called for	2. General consent
_____c.	Used when secret voting is needed	3. Voice vote
_____d.	Used in matters generally understood	4. Ballot
_____e.	Used to verify a two-thirds vote or when division of the assembly has been called for	5. Show of hands

(NOTE: Test questions 10-12 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Assist in preparations for a VICA meeting.

11. Use proper sequence to bring an item of business before an assembly for consideration.

12. Conduct a meeting.

VICA CLUB MEETINGS
UNIT III

ANSWERS TO TEST

1. a. 13
   b. 3
   c. 14
   d. 5
   e. 8
   f. 10
   g. 15
   h. 6
   i. 12
   j. 9
   k. 1
   l. 16
   m. 2
   n. 7
   o. 4
   p. 11

2. b, c, e, f, g, h, j

3. a. 2
   b. 6
   c. 1
   d. 7
   e. 3
   f. 8
   g. 5
   h. 4

4. a. 2
   b. 3
   c. 1

5. a, b, d, f,g, h, j

ANSWERS TO TEST

6. To bring a question before the assembly for consideration

7.
a. 4
b. 7
c. 9
d. 3
e. 8
f. 1
g. 5
h. 2
i. 6

8.
a. 3
b. 7
c. 2
d. 6
e. 8
f. 5
g. 1
h. 4

9.
a. 3
b. 5
c. 4
d. 2
e. 1

10. Evaluated to the satisfaction of the instructor

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

BECOMING A VICA LEADER
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to complete selected leadership activities. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Select from a list characteristics of an active VICA club member.
2. Select from a list characteristics of a strong VICA club leader.
3. State examples of ways to show leadership.
4. Describe how to make a good first impression.
5. Select from a list proper manners to use when eating in public.
6. State the purpose of the Vocational Initiative and Club Achievement Program.
7. Arrange in order procedures for participation and promotion in the Vocational Initiative and Club Achievement Program.
8. Name the highest degree level that can be earned in the Vocational Initiative and Club Achievement Program.
9. Name the highest degree level in the Vocational Initiative and Club Achievement Program that can be earned as a student.
10. Match the two major classifications of the American VICA Degree to their correct descriptions.
11. Arrange in order the four ranks that must be accomplished for the VICA Leader Degree.
12. Arrange in order the four ranks that must be accomplished for the VICA Industrial Degree.
13. Complete requirements for citizen rank of VICA Leader Degree.
14. Complete requirements for trainee rank of VICA Industrial Degree.
15. Demonstrate the ability to tie a necktie.

BECOMING A VICA LEADER
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Supplement #1 — Production Company Simulation Game
- D. Transparency masters
  1. TM #1 — Leadership
  2. TM #2 — Leadership Styles
  3. TM #3 — Traits of a Good Leader
  4. TM #4 — Achievement Program Structure
  5. TM #5 — International Industrial Degree
- E. Information sheet
- F. Assignment sheets
  1. Assignment Sheet #1 — Rate Yourself as a Leader
  2. Assignment Sheet #2 — Interview a Person in a Leadership Role
  3. Assignment Sheet #3 — Complete Requirements for Citizen Rank of VICA Leader Degree
  4. Assignment Sheet #4 — Complete Requirements for Trainee Rank of VICA Industrial Degree
- G. Answers to assignment sheets
- H. Job Sheet #1 — Tie a Necktie
- I. Test
- J. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Order materials to supplement unit.

1. *Achievement Program Guide* for your use.

(NOTE: *Achievement Program Guide* and achievement insignias for degrees earned are available from Vocational Industrial Clubs of America, Inc., P.O. Box 3000, Leesburg, Virginia 22075.)

2. Copies of *Vocational Initiative and Club Handbook* for students who plan to pursue degrees.

(NOTE: *Vocational Initiative and Club Handbook* is available from State VICA Director, State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

3. Insignias (other than those for degrees earned) for students completing requirements for Achievement Program rankings.

(NOTE: Insignias are available from VICA Supply Service, 11722 Parklawn Drive, Rockville, Maryland 20852.)

B. Gather scissors, tape, and construction paper if you are going to use Supplement #1, Production Company Simulation Game.

C. Discuss unit and specific objectives.

1. Emphasize the relationship between membership and leadership that must exist in any successfully operating organization.

SUGGESTIONS:

- Introduce the idea that psychologists say that we, the followers, set the limits for what we want our leaders to be—and where we want them to lead us. Ask students to react.

- Write selected quotations on the chalkboard to help students focus on the relationship between leaders and followers.

> "When a genuine leader has done his work, his followers will say, 'we have done it ourselves,' and feel that they can do great things without leaders."
>
> *Eric Hoffer*
> *Longshoreman-philosopher*

SUGGESTED ACTIVITIES

"You take people as far as they will go, not as far as you would like them to go."

Jeannette Rankin
Congresswoman

"In the world men must be dealt with according to what they are, and not what they ought to be; and the great art of life is to find out what they are, and act with them accordingly."

Charles C. F. Greville
English political writer

"I make progress by having people around me who are smarter than I am—and listening to them. And I assume that everyone is smarter about something than I am."

Henry Kaiser
Industrialist

"No man will make a great leader who wants to do it all himself or to get all the credit for doing it."

Andrew Carnegie
Industrialist

2. Introduce the Vocational Initiative and Club Achievement Program.

   SUGGESTIONS:

   - Use outstanding students to promote interest in the program.
   - Show sample Achievement Program materials and awards.

D. Discuss information and assignment sheets.

1. Emphasize that VICA membership is the only viable source for good VICA leaders and officers; use Information Sheet, Section I to discuss characteristics of good members. Have students complete Assignment Sheet #1.

SUGGESTED ACTIVITIES

2. Help students develop personal meaning for the word "leadership." Use Information Sheet, Section II, Transparencies #1 through #3, and Assignment Sheet #2.

   SUGGESTIONS:

   - Write names of selected leaders on chalkboard. Ask students if they identify or associate with any of them. Why or why not? Ask students what leadership qualities they associate with each leader.

     Martin Luther King (black leader who headed the Southern Christian Leadership Conference)

     John F. Kennedy (president of the United States; first Catholic president)

     Vince Lombardi (coach of Green Bay Packers and Washington Redskins)

     Chris Evert-Lloyd (tennis champion)

     Neil Armstrong (astronaut; first man on the moon)

     Gloria Steinem (feminist leader)

     Shirley Temple Black (diplomat; former actress)

   - Ask students to write the names of at least six national and world leaders that they admire and the names of leaders they do not admire. Ask students to discuss why they do or do not respect these leaders.

   - Help students make appointments to complete Assignment Sheet #2. Make suggestions or recommendations as needed.

3. Help students begin to realize that leadership is displayed in many ways; use Information Sheet, Section III.

   SUGGESTIONS:

   - Use Supplement #1, Production Company Simulation Game, to demonstrate the interdependence existing between leaders and followers.

     (NOTE: To be most effective, this simulation should be repeated in five-minute time intervals four times during one class period.)

SUGGESTED ACTIVITIES

- After playing Production Company Simulation Game, ask the following questions:

  What planning, assessing, organizing, delegating, or specializing took place?

  What roles did you see in each group?

  Was there a display of good leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, instruction, and cooperation?

  What happened when a member was absent or did not show up to complete his or her responsibilities, such as that person not being allowed to begin the game?

  What happened when working conditions were not adequate, such as when the scissors were not used for two minutes?

  What happened when members of the production group were late or did not have a good time schedule to follow in completing the task, such as the people who quit working for one minute?

  Was the person who had the idea for what to make the same person who did the cutting and/or taping? Was it the same person who provided encouragement and enthusiasm? Are all roles in the group important? Would the same people always play the same roles regardless of the group's goal or task?

  Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

4. Emphasize the importance of leaders making a good first impression; use Information Sheet, Sections IV and V.

SUGGESTIONS:

- Have students practice guidelines given in Section IV.

- Invite a resource person to discuss the importance of using manners while eating in public.

SUGGESTED ACTIVITIES

5. Encourage participation in the Achievement Program; use Information Sheet, Section VI.

   SUGGESTIONS:

   - Discuss the benefits of their participation in the program:

     The Achievement Program is part of the training program;

     The Achievement Program will bring the student into direct labor-management contact; and

     The degree awards are fast becoming symbols of excellence, credentials of skill and leadership training accepted by industry.

   - Invite former VICA members to discuss the personal gain they derived from their participation.

6. Explain in detail the step-by-step procedure for participation; use Information Sheet, Section VII.

7. Explain degrees, classifications, and the ordering of the ranks in the Achievement Program; use Information Sheet, Sections VIII through XII, Transparencies #4 and #5, and Assignment Sheets #3 and #4.

E. Provide students with job sheet.

F. Demonstrate how to tie a necktie knot; use Job Sheet #1.

G. Give test.

III. Unit references

A. *Achievement Program Guide.* Falls Church, Virginia: Vocational Industrial Clubs of America, Inc., 1975.

B. Gawne, Eleanor Jerner, and Bess V. Oerke. *Dress,* 4th ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

C. "Leadership," and "Choosing Directions." Volume 12. No. 2. *VICA*, February-March 1977.

D. *Meetings Kit.* Leesburg, Virginia: Vocational Industrial Clubs of America, Inc., 1981.

SUGGESTED ACTIVITIES

E. Nelson, Fran K. *Interdisciplinary Cooperative Education.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

F. *Teacher's Tool Kit.* Leesburg, Virginia: Vocational Industrial Clubs of America, Inc., 1984.

G. Truitt, Debbie, and Ann Benson. *Home Economics II: Basic Core.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instrucitonal Materials Center, 1980.

BECOMING A VICA LEADER
UNIT I

SUPPLEMENT #1 — PRODUCTION COMPANY SIMULATION GAME

I. Object — Setting and achieving realistic goals; working as a member of a productive team

II. Preparation

A. Make a copy of the box pattern that follows for each group.

B. Divide students into groups of approximately six to eight persons.

C. Provide each group with the following materials: one pair of scissors, one roll of tape, pattern for box, and about 150 sheets of construction paper.

III. Play

A. Explain that each group is to act as a company that makes boxes. Each team should decide on a "company name" and elect a supervisor.

B. Demonstrate how to make construction-paper boxes, using the pattern that follows.

C. Instruct each "company" to set goals for the number of boxes they plan to produce during each five-minute period.

D. Have the supervisor of each company draw slips of paper that have problems written on them before you begin each five-minute session.

EXAMPLES: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show up for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, broke down (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, broke down (team cannot use tape for first minute of the next round)

SUPPLEMENT #1

E. Time each work period, and record the goals and actual achievements on the chalkboard as shown in example below.

EXAMPLE:

	NUMBER OF BOXES							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Period #1	5	2	6	3	3	3	4	3
Period #2								
Period #3								
Period #4								

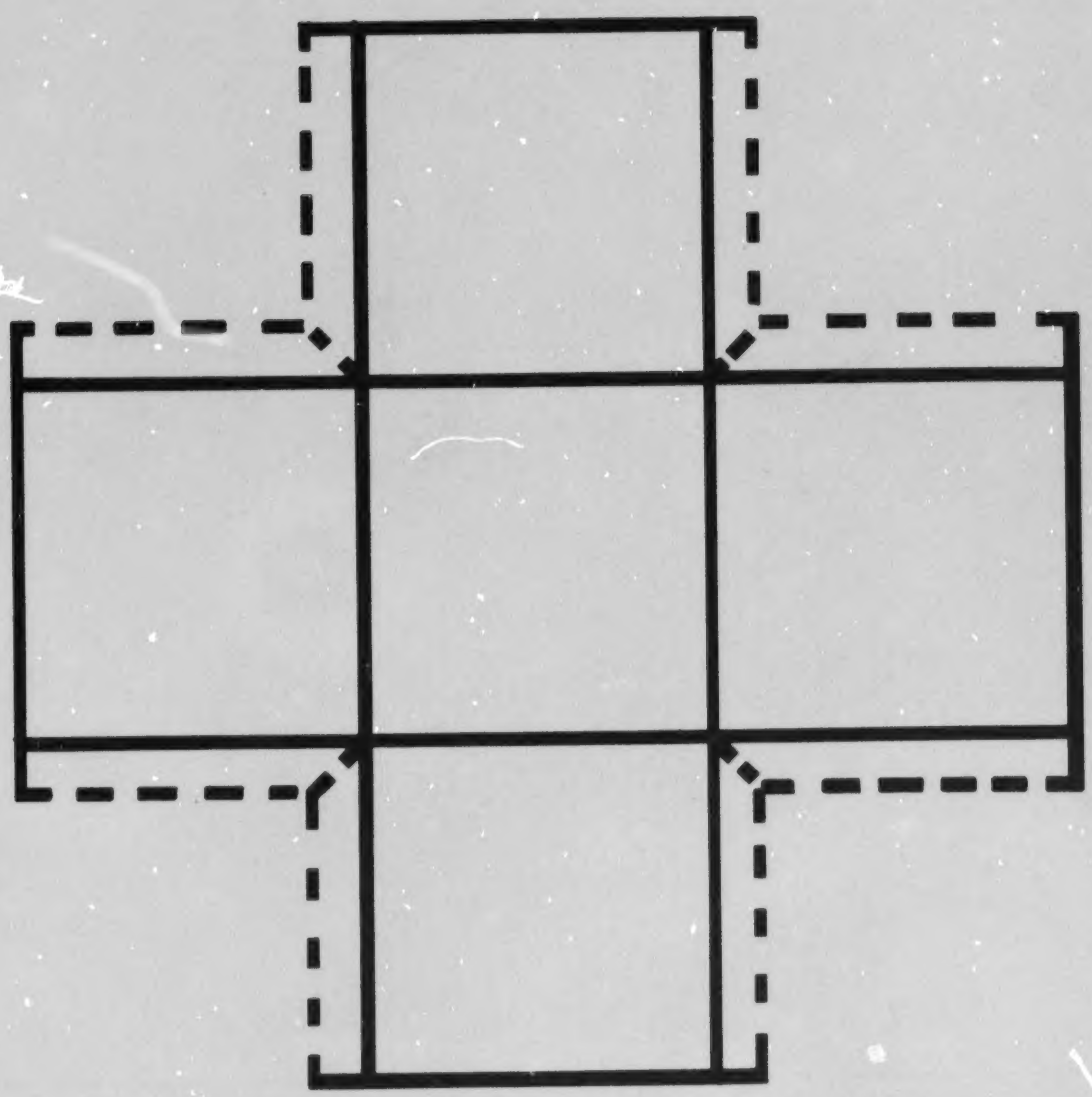
F. Act as the Quality Control Department and do not accept poorly constructed boxes.

G. Remind the "companies" that the number of boxes produced does not count until they have been delivered to you.

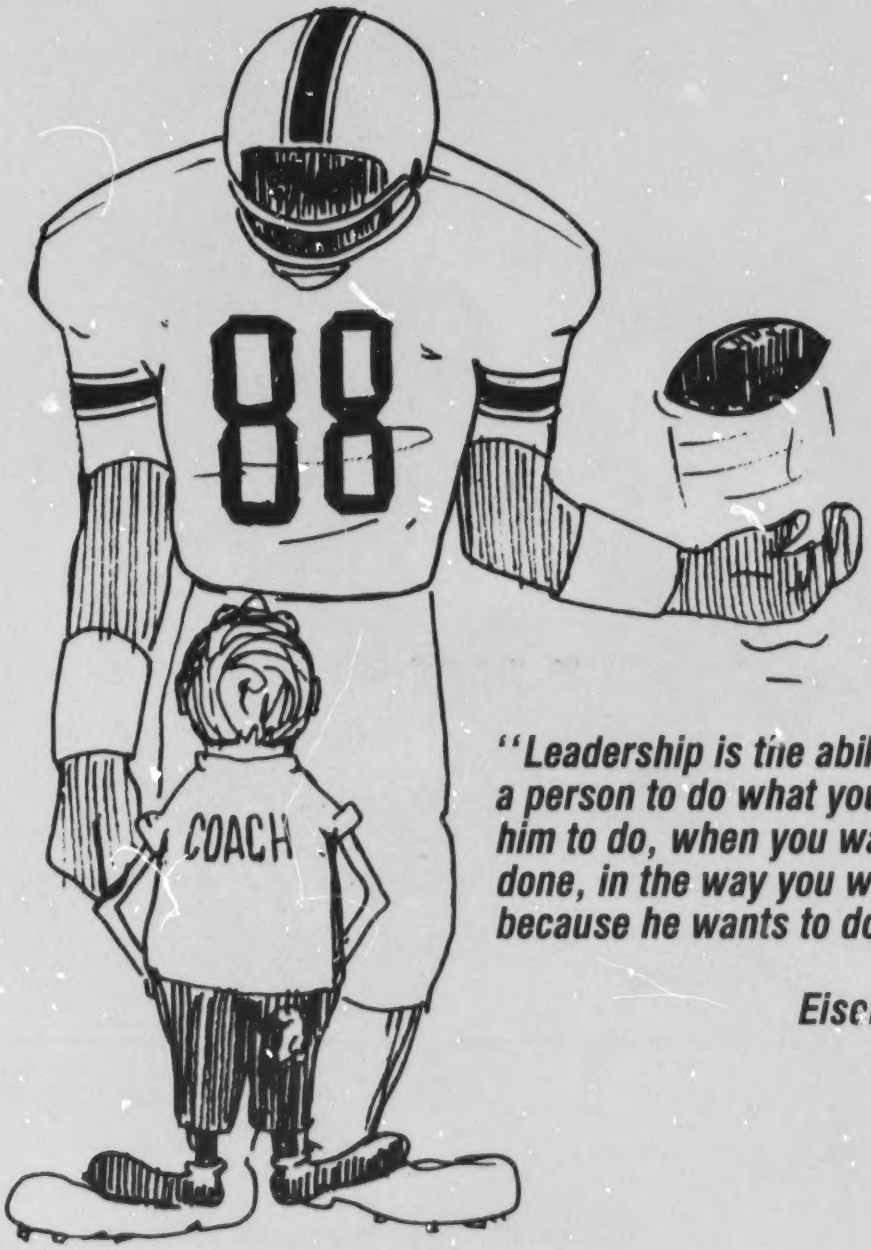
(NOTE: After a few five-minute periods, the companies should be setting and achieving realistic goals.)

H. Have students clean up the scraps of paper from the floor and work area.

SUPPLEMENT #1



Leadership



"Leadership is the ability to get a person to do what you want him to do, when you want it done, in the way you want it done, because he wants to do it."

Eisenhower

Leadership Styles

Autocratic

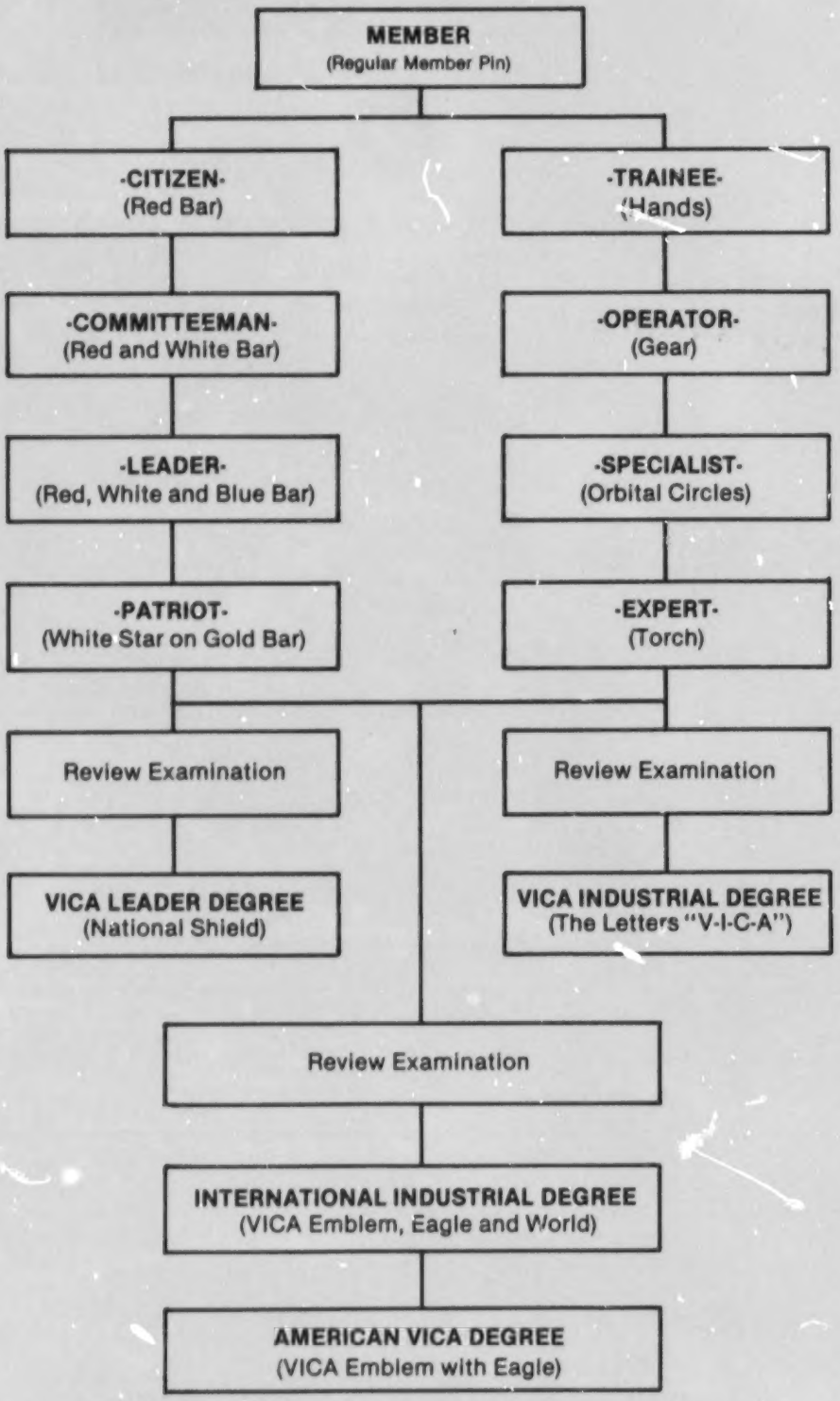
Democratic

Free-Rein

Traits of a Good Leader

RESPONSIBLE
HONEST
ENERGETIC
MENTALLY ALERT
INSPIRING
COOPERATIVE
DIPLOMATIC
SELF-CONFIDENT
OPEN-MINDED
PROGRESSIVE
SENSE OF HUMOR
TOLERANT
TACTFUL

ACHIEVEMENT PROGRAM STRUCTURE



Adapted with permission of Vocational Industrial Clubs of America, Inc.

International Industrial Degree

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BECOMING A VICA LEADER
UNIT I

INFORMATION SHEET

I. Characteristics of an active VICA club member

(NOTE: From good VICA members come good leaders. These leaders must be able to serve as officers and as the club's committee chairpersons. They also represent their club before civic groups and are the ones most frequently seen by the public as VICA leaders.)

A. Assumes responsibility for sharing business at hand during meetings

B. Has pride in club; is willing to express ideas for the club's benefit

C. Is tolerant of other members' ideas

D. Is aware of purposes of club meetings and helps to accomplish these purposes

E. Gives constructive criticism for the good of the club

II. Characteristics of a strong VICA club leader

A. Has poise, confidence, and the capability to do job

B. Gives proper attention to preplanning VICA meetings and committee work

C. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

D. Gives credit to others for their contributions

E. Realizes the importance of letting others share in responsibilities; believes in the VICA organization and has a sincere desire to serve all members

III. Ways to show leadership

A. Family

1. Make an effort to get along with brothers and sisters

2. Make an effort to create cooperation between family members who often quarrel or disagree

3. Perform assigned home chores without balking or fighting

INFORMATION SHEET

4. Offer to help parents with work projects, or brothers and sisters with homework or personal projects, even if they do not ask

5. Abide by family rules

6. Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree

B. Friends and acquaintances

1. Do not give in to suggestions to do things that you know you should not do, or do not really want to do

2. Be loyal

3. Give good advice if asked for it, and as little as possible if not

4. Help to build friends' confidence by not putting them down, even in fun

5. Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

C. School

1. Treat school property with respect

2. Be positive toward instructors and school administrators

3. Volunteer to serve on school and club committees

4. Do your committee assignment after you have it

5. Speak up in class and in club meetings

6. Agree to hold a club office if you are asked to do so

7. Be proud of the skills you are learning

D. Community

1. Respect community property

2. Make an effort to learn about community government

3. Read the newspaper

4. Obey the laws

5. Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

INFORMATION SHEET

IV. Ways to make a good first impression

(NOTE: VICA members and leaders share the responsibility for representing themselves, as well as the local club.)

a. Give a firm handshake

(NOTE: Do not grip the other person's hand too firmly or too limply.)

B. Smile and look the person in the eye when shaking hands

C. When introduced, repeat the person's name correctly and use it immediately

D. Talk with your new acquaintance, but do not try to do all of the talking

E. Say goodbye with an expression of pleasure for having met the person

V. Proper manners to use when eating in public

(NOTE: More than likely as a VICA club member you will eat in public; perhaps it will be the club banquet or maybe even part of a job interview. You will feel more at ease if you know that you are able to use proper manners.)

A. Wait to begin eating until everyone at your table has been served

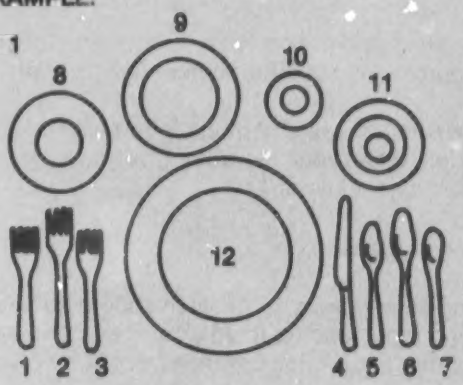
B. Place your napkin on your lap before you start to eat

C. Use the utensil on the outside first and work toward the plate (Figure 1)

(NOTE: Arrangement and amount of silverware on the table can vary according to the type of restaurant and meal.)

EXAMPLE:

FIGURE 1



1. Salad Fork
2. Dinner Fork
3. Pie Fork
4. Dinner Knife
5. Coffee Spoon
6. Soup Spoon
7. Appetizer Spoon
8. Salad Plate
9. Bread Plate
10. Water Glass
11. Coffee Cup and Saucer
12. Dinner Plate

INFORMATION SHEET

D. Do not move your dishes around

E. Eat quietly, and chew with your mouth closed

(NOTE: Do not talk with your mouth full.)

F. Leave an appropriate tip

(NOTE: A tip of 15 percent of the total bill is acceptable at most restaurants.)

VI. Purpose of the Vocational Initiative and Club Achievement Program — To provide recognition for successful performance of VICA members in their skill training and as leaders in the club

VII. Order of procedures for participation and promotion in the Vocational Initiative and Club Achievement Program

A. Join the local VICA club

B. Register in the achievement program by filling out an application and submitting it to your instructor

C. Begin your work

(NOTE: You may work toward the VICA Leader Degree and the VICA Industrial Degree at the same time.)

D. Ask for evaluation appointment with your instructor when you have completed the requirements for a particular classification

(NOTE: This evaluation will determine if you have met all requirements of the classification. When your instructor gives approval, you may proceed to the next highest classification.)

E. Hold each rank in succession

(NOTE: Holding each rank in succession should not stop you from working toward finishing requirements in an advanced class while holding a lower rank. For regulations in getting advanced degrees, refer to the *Achievement Program Guide*.)

VIII. Highest degree level that can be earned in the Vocational Initiative and Club Achievement Program — International Industrial Degree

(NOTE: The International Industrial Degree can be earned only after you have completed your training program and are successfully employed in your occupational area.)

INFORMATION SHEET

IX. Highest degree level in the Vocational Initiative and Club Achievement Program that can be earned as a student — American VICA Degree

X. Major classifications of the American VICA Degree (Figures 2 and 3)

A. VICA Industrial Degree — Deals with your becoming a competent worker in your chosen occupation

(NOTE: Emphasis is placed on technical knowledge, skill proficiency, work habits, and the ability to prepare for successful job performance, trade knowledge, and training.)

EXAMPLE: Insignia of VICA Industrial Degree

FIGURE 2

B. VICA Leader Degree — Develops leadership abilities and the attributes of good citizenship and character

(NOTE: Emphasis is placed on individual development as a speaker, leader, good citizen, and patriot.)

EXAMPLE: Insignia of VICA Leader Degree

FIGURE 3

Figures 2 and 3 adapted with permission of Vocational Industrial Clubs of America, Inc.

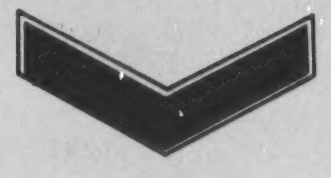
INFORMATION SHEET

XI. Order of the four ranks that must be accomplished for the VICA Leader Degree (Figures 4-7)

A. Citizen (red bar)

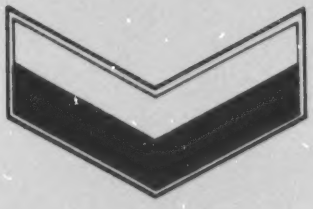
(NOTE: The Citizen rank is the first of the four ranks that must be accomplished for a VICA Leader Degree.)

FIGURE 4



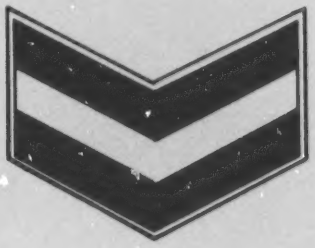
B. Committeeman (red and white bar)

FIGURE 5



C. Leader (red, white, and blue bar)

FIGURE 6



Figures 4-6 adapted with permission of Vocational Industrial Clubs of America, Inc.

INFORMATION SHEET

D. Patriot (star)

FIGURE 7

Adapted with permission of Vocational Industrial Clubs of America, Inc.

XII. Order of the four ranks that must be accomplished for the VICA Industrial Degree (Figures 8-11)

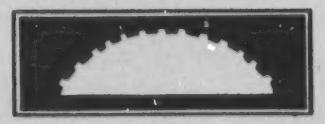
A. Trainee (hands)

(NOTE: The Trainee rank is the first of the four ranks that must be accomplished for a VICA Industrial Degree.)

FIGURE 8

B. Operator (gear)

FIGURE 9



C. Specialist (orbital circles)

FIGURE 10

D. Expert (torch)

FIGURE 11

Figures 8-11 used with permission of Vocational Industrial Clubs of America, Inc.

BECOMING A VICA LEADER
UNIT I

ASSIGNMENT SHEET #1 — RATE YOURSELF AS A LEADER

NAME _____ SCORE _____

Serving in a leadership role, such as VICA club officer or member, can be fun and challenging. It can also be frightening depending on your self-confidence and experience. Leaders tend to exhibit certain personality characteristics.

PART I

Complete the following self-rating scale. Use the key at the end of this assignment to see how you rate and to determine areas in which you need help. Circle the appropriate number following each trait:

4 — outstanding

3 — above average

2 — average

1 — poor

Total your score after completing the questions by adding the circled numbers.

(NOTE: You may want a classmate to rate you to see if the evaluations are the same.)

		Poor	Average	Above Average	Outstanding
A.	Do I maintain a well-groomed appearance?	1	2	3	4
B.	Do I delegate duties?	1	2	3	4
C.	Is my posture alert and poised?	1	2	3	4
D.	Is my disposition cheerful?	1	2	3	4
E.	Am I patient?	1	2	3	4
F.	Do I exert positive leadership?	1	2	3	4
G.	Am I generally thoughtful of the feelings of others?	1	2	3	4
H.	Is my enthusiasm sincere and contagious?	1	2	3	4

ASSIGNMENT SHEET #1

		Poor	Average	Above Average	Outstanding
I.	Do I keep trying until I achieve success?	1	2	3	4
J.	Am I sincere in my interest in other people?	1	2	3	4
K.	Am I working to get ahead?	1	2	3	4
L.	Do I get along well with others?	1	2	3	4
M.	Do I react well to criticism?	1	2	3	4
N.	Do I remember names and faces?	1	2	3	4
O.	Am I always on time?	1	2	3	4
P.	Am I cooperative?	1	2	3	4
Q.	Am I free of prejudice?	1	2	3	4
R.	Do I know how people react in most situations?	1	2	3	4
S.	Am I generally a good listener?	1	2	3	4
T.	Do I refuse to be hurt by what other people say?	1	2	3	4
U.	Can I criticize without giving offense?	1	2	3	4
V.	Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4
W.	Do I enjoy being part of a group?	1	2	3	4
X.	Am I reliable?	1	2	3	4
Y.	Can I adapt myself to all situations?	1	2	3	4
Z.	Am I not easily discouraged?	1	2	3	4
AA.	Do I apply myself to the problems of each day?	1	2	3	4
BB.	Can I make a decision quickly and accurately?	1	2	3	4

ASSIGNMENT SHEET #1

		Poor	Average	Above Average	Outstanding
CC.	Am I loyal to my supervisors and associates?	1	2	3	4
DD.	Do I try to understand the other person's point of view?	1	2	3	4
EE.	Am I neat and clean in my work?	1	2	3	4
FF.	Do I know where I make my mistakes, and do I admit them?	1	2	3	4
GG.	Am I looking for chances to serve others better?	1	2	3	4
HH.	Am I following a plan for improvement and advancement?	1	2	3	4
II.	Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
JJ.	Am I dealing honestly and fairly with myself and with others?	1	2	3	4

TOTAL SCORE_____

PART II

Now evaluate your score. If your score totaled over 100, your personality rating is superior. If you have been honest with yourself, you are among the people who are most likely to succeed. A score of 90 to 100 is above average; 75 to 90 is average; below 75 shows plenty of room for improvement.

A. What are your leadership strengths? _____

_____

_____

_____

_____

_____

ASSIGNMENT SHEET #1

B. What are your leadership weaknesses? _____

C. How do you feel that your leadership skills can be improved? _____

BECOMING A VICA LEADER
UNIT I

ASSIGNMENT SHEET #2 — INTERVIEW A PERSON IN A LEADERSHIP ROLE

NAME _____ SCORE _____

Part of being a leader involves getting along with others. This activity will provide an opportunity for you to experience personal interactions first-hand.

Arrange to interview a leader in your school or community. To help you begin, a list of questions you might ask the leader is given below. Space is provided to allow you to jot down answers given to you during the interview.

A. How long have you served in a leadership role?

_____

B. What made you seek this leadership role?

_____

_____

C. Do you like serving in a leadership role? Why?

_____

_____

D. What duties accompany your leadership position?

_____

_____

E. What are the personal and professional benefits of leadership to you?

_____

_____

_____

_____

ASSIGNMENT SHEET #2

F. What character traits do you think are common to all leaders?

G. What character traits do you think are not common to all leaders?

BECOMING A VICA LEADER
UNIT I

ASSIGNMENT SHEET #3 — COMPLETE REQUIREMENTS FOR CITIZEN RANK OF VICA LEADER DEGREE

NAME _____ SCORE _____

As you have participated in class and club activities and assignments you have completed most (if not all) of the basic requirements for the citizen rank (red bar). Use the checklist below to determine what further work you need to finish before you can complete requirements for the citizen rank and receive your red bar insignia.

(NOTE: These tasks are from the *Leadership Handbook* and are approved by the National VICA office. However, the tasks can be modified according to local requirements.)

Requirements

☑ *Club Knowledge*

- ☐ Know the motto
- ☐ Know the colors and be able to give their meaning
- ☐ Be able to give the six points of the creed and discuss them
- ☐ Describe the official emblem and give its meaning
- ☐ Know the purposes of the organization
- ☐ Be able to recite the pledge
- ☐ Know the official dress of the organization
- ☐ Know and be able to discuss the organizational structure of the local club

☑ *Leadership Skills*

- ☐ Know and understand the fundamental principles of American democracy
- ☐ Possess minimum skills in parliamentary procedure
- ☐ Be able to list the officers of your local club and discuss the duties of each

☑ *School Knowledge*

- ☐ Know and understand the structure of your school
- ☐ Know how your training program relates to the school system
- ☐ Have an awareness of your teachers' duties and responsibilities
- ☐ Know what your responsibilities are to your own education, to your fellow students, and to the school

☑ *Service Requirements*

- ☐ Participation in club projects, activities, and general service to the local club
- ☐ Regular attendance at club meetings
- ☐ Regular voting at all business meetings for officers and various issues

ASSIGNMENT SHEET #3

☐ Participation in schoolwide service projects and activities
Participation in committee meetings

Date of Evaluation . . . . . **Time**. . . . . **Place** . . . . . .

Approved . . . . . .

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BECOMING A VICA LEADER
UNIT I

ASSIGNMENT SHEET #4 — COMPLETE REQUIREMENTS FOR TRAINEE RANK OF VICA INDUSTRIAL DEGREE

NAME _____ SCORE _____

As you have participated in class and club activities and assignments, you have completed most (if not all) of the basic requirements for the trainee (hand) rank.

Use the checklist below to determine what further work you need to finish before you can obtain the trainee rank and receive your hands insignia.

(NOTE: These tasks are from the *Leadership Handbook* and are approved by the National VICA office. However, the tasks can be modified according to local requirements.)

Requirements

☑ *Professionalism*

- ☐ Define the occupation for which you are training
- ☐ Know what your job opportunities are
- ☐ Know the history of the development of your occupation
- ☐ Begin reading program that will provide background knowledge of your occupation
- ☐ Interview at least three people employed in your field, concerning advantages and disadvantages of your occupation

☑ *Technical Knowledge*

- ☐ Identify the tools you have learned to use in your training; explain use, demonstrate function, and demonstrate safety practices
- ☐ Identify materials you have used, and explain how and where they are used, as well as their characteristics
- ☐ Explain what related theory people must possess if they are to successfully use the tools and materials above
- ☐ Demonstrate proficiency in occupational terminology

☑ *Skill Proficiency*

- ☐ Display adequate skills in the use of tools, equipment, and materials identified above under Technical Knowledge — first two items
- ☐ Display the ability to efficiently follow instructions; display the ability to apply related technical information; practice safety in the demonstration of all aspects of your skill proficiency
- ☐ Identify operations, procedures, and techniques you have learned; and demonstrate them

☑ *Work Habits and Personal Traits*

- ☐ You must receive satisfactory ratings from your instructor or employer in the mastery of occupational technology, manipulative skills, development of work habits, and personal and social qualities

ASSIGNMENT SHEET #4

☑ *Training Records*

☐ Maintain a daily training record. This record must include number of hours trained or worked, including various operations taught, learned, performed, or observed.

Date of Evaluation . . . . . **Time**. . . . . **Place** . . . . . .

Approved . . . . . .

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BECOMING A VICA LEADER
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

BECOMING A VICA LEADER
UNIT I

JOB SHEET #1 — TIE A NECKTIE

I. Materials

A. Necktie

B. Mirror

II. Procedure for tying a four-in-hand knot (Figures 12-17)

A. Place tie around neck with wide end longer; cross wide end over narrow end

FIGURE 12

B. Bring wide end around and back of narrow end

FIGURE 13

C. Continue bringing wide end completely around and over the front

FIGURE 14

D. Pull wide end back and up through the center of tie

FIGURE 15

Figures 12-15 adapted with permission of Bennett Publishing Company.

JOB SHEET #1

E. Pull point of wide end down through loop; form dimple

FIGURE 16

F. Tighten by sliding knot toward neck

(NOTE: You should now have a knot that is perfect in size, softly draped, and neatly dimpled.)

FIGURE 17

G. Repeat steps A through F several times

H. Remove necktie

III. Procedure for tying a Windsor knot (Figures 18-23)

A. Place tie around neck with wide end about 12 inches longer; loop across and up through neck opening

FIGURE 18

B. Bring wide end around and back of narrow end

FIGURE 19

Figures 16-19 adapted with permission of Bennett Publishing Company.

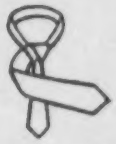
JOB SHEET #1

C. Continue bringing wide end up and over side opposite loop to form a V-knot

FIGURE 20

D. Continue this motion down, around, and over the front

FIGURE 21



E. Bring wide end back under V-knot and pull up through center

FIGURE 22

F. Work end down through outer loop; dimple and tighten

FIGURE 23

Figures 20-23 adapted with permission of Bennett Publishing Company.

G. Repeat steps A through F several times

H. Remove necktie

I. Put away materials

BECOMING A VICA LEADER
UNIT I

TEST

NAME _____ SCORE _____

1. Select from the following list characteristics of an active VICA club member. Write an "X" in the blank before each correct answer.

_____a. Does not understand the role of a member, and lets others do the work

_____b. Is tolerant of other members' ideas

_____c. Has pride in club; is willing to express ideas for the club's benefit

_____d. Has little, if any, club pride

_____e. Constantly undermines the club by petty criticism

_____f. Assumes responsibility for sharing business at hand during meetings

_____g. Thinks own ideas are the only important ones; does not bother to find out the purpose of meetings and makes little effort to help

_____h. Is aware of purposes of club meetings and helps to accomplish these purposes

_____i. Gives constructive criticism for the good of the club

_____j. Does not exercise the thinking necessary to arrive at worthwhile ideas

2. Select from the following list characteristics of a strong VICA club leader. Write an "X" in the blank before each correct answer. Characteristics are continued on the next page.

_____a. Has poise, confidence, and the capability to do job

_____b. Has an interest in serving only own needs

_____c. Has a poor attitude toward club activities

_____d. Imposes ideas and does not respect others' ideas

_____e. Gives proper attention to preplanning VICA meetings and committee work

_____f. Gives credit to others for their contributions

_____g. Lacks the ability and willingness to perform duties

TEST

_____h. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

_____i. Tries to take all the credit; attempts to show own importance and does not share responsibilities

_____j. Lets things go until the last minute, and then hopes everything will work out

_____k. Realizes the importance of letting others share in responsibilities; believes in the VICA organization and has a sincere desire to serve all members

3. State three examples of ways to show leadership in each of the following areas.

a. Family

1) _____

_____

2) _____

_____

3) _____

_____

b. Friends and acquaintances

1) _____

_____

2) _____

_____

3) _____

_____

c. School

1) _____

_____

TEST

2) _____

_____

3) _____

_____

d. Community

1) _____

_____

2) _____

_____

3) _____

_____

4. Describe how to make a good first impression.

_____

_____

_____

_____

_____

_____

5. Select from the following list proper manners to use when eating in public. Write an "X" in the blank before each correct answer.

_____a. Use the utensil on the inside first and work away from the plate

_____b. Place your napkin on your lap before you start to eat

_____c. Answer only important questions while chewing

TEST

_____d. Do not move your dishes around

_____e. Wait to begin eating until everyone at your table has been served

_____f. Begin eating when food is served to prevent food getting cold

_____g. Eat quietly, and chew with your mouth closed

_____h. Leave an appropriate tip

6. State the purpose of the Vocational Initiative and Club Achievement Program.

_____

_____

_____

7. Arrange in order the following procedures for participation and promotion in the Vocational Intitiative and Club Achievement Program. Write a "1" before the first procedure, a "2" before the second procedure, and so on.

_____a. Begin your work

_____b. Hold each rank in succession

_____c. Join the local VICA club

_____d. Ask for evaluation appointment with your instructor when you have completed the requirements for a particular classification

_____e. Register in the achievement program by filling out an application and submitting it to your instructor

8. Name the highest degree level that can be earned in the Vocational Initiative and Club Achievement Program.

_____

9. Name the highest degree level in the Vocational Initiative and Club Achievement Program that can be earned as a student.

_____

10. Match the two major classifications of the American VICA Degree to their correct descriptions. Write the correct numbers in the blanks.

_____a. Deals with your becoming a competent worker in your chosen occupation

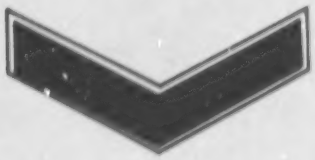
_____b. Develops leadership abilities and the attributes of good citizenship and character

1. VICA Industrial Degree
2. VICA Leader Degree

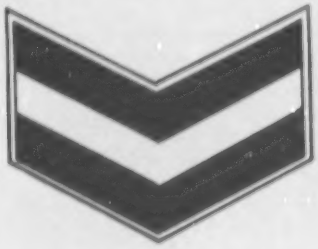
TEST

11. Arrange in order the four ranks that must be accomplished for the VICA Leader Degree. Write a "1" before the first rank, a "2" before the second rank, and so on.

_____a. Citizen (red bar)

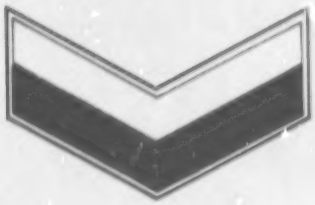


_____b. Leader (red, white, and blue bar)



_____c. Patriot (star)

_____d. Committeeman (red and white bar)



TEST

12. Arrange in order the four ranks that must be accomplished for the VICA Industrial Degree. Write a "1" before the first rank, a "2" before the second rank, and so on.

_____a. Expert (torch)

_____b. Trainee (hands)

_____c. Operator (gear)

_____d. Specialist (orbital circles)

(NOTE: Test questions 13-15 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

13. Complete requirements for citizen rank of VICA Leader Degree.

14. Complete requirements for trainee rank of VICA Industrial Degree.

15. Demonstrate the ability to tie a necktie.

BECOMING A VICA LEADER
UNIT I

ANSWERS TO TEST

1. b, c, f, h, i

2. a, e, f, h, k

3. Answer should include any three for each of the following

   a. Family

      1) Make an effort to get along with brothers and sisters

      2) Make an effort to create cooperation between family members who often quarrel or disagree

      3) Perform assigned home chores without balking or fighting

      4) Offer to help parents with work projects, or brothers and sisters with homework or personal projects, even if they do not ask

      5) Abide by family rules

      6) Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree

   b. Friends and acquaintances

      1) Do not give in to suggestions to do things that you know you should not or do not really want to do

      2) Be loyal

      3) Give good advice if asked for it, and as little as possible if not

      4) Help to build friends' confidence by not putting them down, even in fun

      5) Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

   c. School

      1) Treat school property with respect

      2) Be positive toward instructors and school administrators

ANSWERS TO TEST

3) Volunteer to serve on school and club committees

4) Do your committee assignment after you have it

5) Speak up in class and in club meetings

6) Agree to hold a club office if you are asked to do so

7) Be proud of the skills you are learning

d. Community

1) Respect community property

2) Make an effort to learn about community government

3) Read the newspaper

4) Obey the laws

5) Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

4. Description should include the following

a. Give a firm handshake

b. Smile and look the person in the eye when shaking hands

c. When introduced, repeat the person's name correctly and use it immediately

d. Talk with your new acquaintance, but do not try to do all of the talking

e. Say goodbye with an expression of pleasure for having met the person

5. b, d, e, g, h

6. To provide recognition for successful performance of VICA members in their skill training and as leaders in the club

7. a. 3

b. 5

c. 1

ANSWERS TO TEST

d. 4

e. 2

8. International Industrial Degree

9. American VICA Degree

10. a. 1

b. 2

11. a. 1

b. 3

c. 4

d. 2

12. a. 4

b. 1

c. 2

d. 3

13. Completed to the satisfaction of the instructor

14. Completed to the satisfaction of the instructor

15. Performance skills evaluated to the satisfaction of the instructor

MAKING A PRESENTATION
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to make a presentation. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with making a presentation.
2. Match types of presentations to their correct definitions.
3. Select from a list general purposes of a presentation.
4. Select from a list guidelines for preparing successful presentations.
5. Arrange in order steps to follow in developing a presentation.
6. Select from a list guidelines to follow when gathering information.
7. State rules for using quotations and statistics in a presentation.
8. State reasons for using outlines.
9. Match principal parts of an outline to their correct definitions.
10. Select from a list ways to make a good first impression.
11. Select from a list ways to develop and add meaning to the delivery of a presentation.
12. State reasons for using gestures in a presentation.
13. State ways to develop proper delivery.
14. Evaluate a speech.
15. Give a prepared one-minute talk.
16. Introduce a speaker.
17. Give a demonstration.

OBJECTIVE SHEET

18. Participate in a panel discussion.
19. Give an illustrated talk.
20. Write an outline for a three-minute speech.
21. Write an introduction for a three-minute speech.
22. Write the body of a three-minute speech.
23. Write the conclusion of a three-minute speech.
24. Give a three-minute speech.

MAKING A PRESENTATION
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Transparency masters
  1. TM #1 — What Is an Outline?
  2. TM #2 — Principal Parts of an Outline
  3. TM #3 — What Should an Outline Look Like?
- D. Information sheet
- E. Assignment sheets
  1. Assignment Sheet #1 — Evaluate a Speech
  2. Assignment Sheet #2 — Give a Prepared One-Minute Talk
  3. Assignment Sheet #3 — Introduce a Speaker
  4. Assignment Sheet #4 — Give a Demonstration
  5. Assignment Sheet #5 — Participate in a Panel Discussion
  6. Assignment Sheet #6 — Give an Illustrated Talk
  7. Assignment Sheet #7 — Write an Outline for a Three-Minute Speech
  8. Assignment Sheet #8 — Write an Introduction for a Three-Minute Speech
  9. Assignment Sheet #9 — Write the Body of a Three-Minute Speech
  10. Assignment Sheet #10 — Write the Conclusion of a Three-Minute Speech
  11. Assignment Sheet #11 — Give a Three-Minute Speech
- F. Answers to assignment sheets

SUGGESTED ACTIVITIES

G. Test

H. Answers to test

II. Instructor's guide

A. Order materials and equipment needed to supplement unit.

1. Booklet — *VICA Speech Guide for National, State and Local Officers.* Available from Vocational Clubs of America, Inc., P.O. Box 3000, Leesburg, Virginia 22075.

2. Films

a. *J.J. Gets Ready.* Color, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; (800) 323-5448 or (312) 325-6700.

b. *J.J. Gets to His Feet.* Color, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; (800) 323-5448 or (312) 325-6700.

(NOTE: These films are available on a free-loan basis to Oklahoma teachers *only*. Oklahoma teachers may order the films from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the addresses listed.)

3. Equipment — Arrange for video camera and recorder, microphone system, and tape recorder if desired.

B. Make transparencies.

C. Provide students with copies of unit.

D. Introduce unit to students.

SUGGESTIONS:

- Ask students why making a presentation to a group is important.
- Ask students to imagine how successful leaders must have felt the first time they made a presentation to a group. Relate to nervous reactions such as talking too fast, going blank, uneasy stomach, shaky legs, trembling hands.
- Ask students to identify someone in the school system who they think is a good presenter in group situations. Ask students to identify individuals within the community who are good presenters.

SUGGESTED ACTIVITIES

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

(NOTE: This unit contains eleven assignment sheets. Each assignment sheet builds upon the previous assignment sheet[s] and is designed to ease students into making group presentations. Use audio tape recordings to help students develop appropriate voice patterns. Use video tape recordings to assist students in identifying appropriate as well as inappropriate gestures used while completing assignment sheets.)

1. Make the terms in Section I of the Information Sheet meaningful by illustrating or demonstrating the meaning of each as it is introduced.

   SUGGESTIONS:

   - Use Information Sheet, Sections VIII and IX, and show Transparencies #1 through #3 to discuss outlining. Consider referring to outline example in Assignment Sheet #7 when discussing outline content.
   - Collect pictures from magazines to show different gestures. Hang examples of gestures in classroom and ask students what ideas are being communicated. Explain what nonverbal communication means. Use Information Sheet, Section XII, to reinforce comments.
   - Show students example(s) of résumé(s). You may use the résumé in Assignment Sheet #3 if others are not readily available.

2. Use Information Sheet, Sections II and III, to make students aware of different types of presentations and their purposes. Stress the importance of selecting the right kind of presentation for the purpose required. Have students complete Assignment Sheets #1 through #3.

   SUGGESTIONS:

   - Show film *J.J. Gets to His Feet.*
   - After students review Sections II and III, have them develop a list of situations in which each type of presentation would be most effective.
   - Ask students to state their intended purpose as they complete Assignment Sheets #2 and #3. Was the purpose to entertain, inform, or influence? Were the purposes different for Assignment #2 and Assignment #3?
   - Inform students of any speeches to be given in the community, and encourage them to listen to a speech.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Sections IV and X through XIII, to discuss techniques of successful presentations. Emphasize that nervousness while making a presentation is natural but can be partially overcome by careful selection of the topic and by thinking about the audience. Have students complete Assignment Sheet #4.

SUGGESTIONS:

- Provide appropriate reference material from which students can select information. Suggest a job sheet from the curriculum guide as a possible source. Help students select a subject that is interesting to them, and one that they can complete within the time alloted—15 minutes, for instance.

- Invite a student from within the school, or invite an outside resource person to make a presentation or demonstration to the class. Brief the guest in advance, and encourage students to ask the presenter questions regarding how he or she selected, researched, and developed the idea for the presentation.

4. Discuss the importance as well as the skills associated with collecting information needed for making presentations; use Information Sheet, Sections V through VII, and Assignment Sheets #5 through #11.

SUGGESTIONS:

(NOTE: The work sheet and sample outline in Assignment Sheet #7 are given as examples only. You may prefer to substitute a different outline illustrating correct format.)

- Show film *J.J. Gets Ready.*

- Make sure that there is a variety of trade curriculum guides availavailable and that students know the locations of these resources in the classroom or office.

- Arrange a field trip to the school or public library, and ask the librarian to explain the card catalog system, shelving of books, and the *Reader's Guide to Periodical Literature.*

- Show students how to complete tasks associated with researching a subject. For example, show students how to use a table of contents in a magazine to locate articles and how to scan an article to determine its usefulness as a reference.

- If a library field trip cannot be arranged, you may wish to invite a librarian as a resource person to explain the above procedures to the class.

- Have students attend a meeting of the city council or school board.

SUGGESTED ACTIVITIES

- For evaluation and feedback, videotape some of the students giving their presentations.
- Tape the state or district VICA contest and present to the class.

G. Give test.

III. Unit references

A. Eisenson, Jon, and Paul H. Boase. *Basic Speech.* New York: The Macmillan Company, 1975.

B. *How to Make Better Speeches.* New York: Cities Service Oil Company, Division of Marketing Training, 1964.

C. *Leadership of Youth Groups.* Kansas City: Farmland Industries, n.d.

D. Oliver, Robert T., and Rupert L. Cartright. *Effective Speech.* New York: Holt, Rinehart, and Winston.

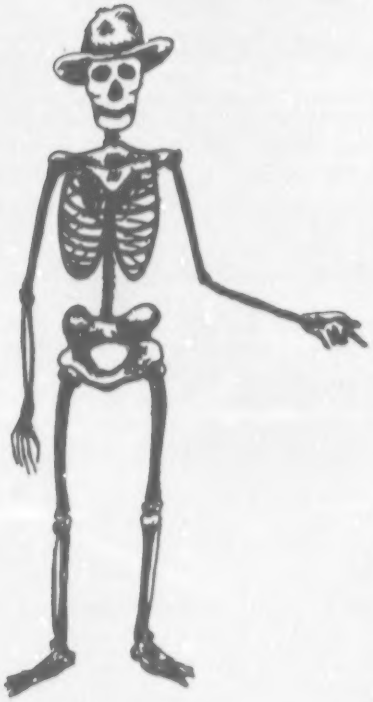
E. Spinrad, Leonard, and Thelma Spinrad. *Speaker's Lifetime Library.* West Nyack, New York: Parker Publishing Company, Inc., 1979.

F. "Starting the Year Right." *Instructor*, No. 1, Vol. LXXXVIII (August 1978).

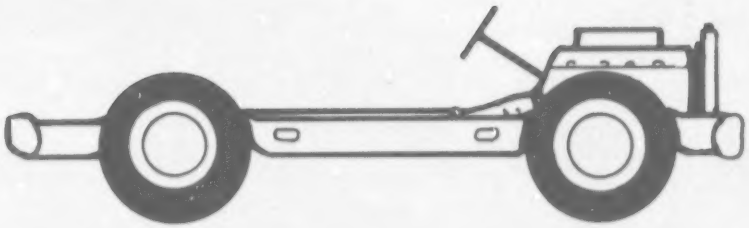
G. *VICA Speech Guide for National, State and Local Officers.* Leesburg, Virginia: Vocational Industrial Clubs of America, Inc., n.d.

What Is an Outline?

A Skeleton



or a Frame



An outline forms the framework of a story, essay, or speech.

Principal Parts of an Outline

I. INTRODUCTION: Arouses interest in you and indicates your appreciation of the audience.

II. BODY: Develops the main idea; lets the audience know what they are to hear and prepares them for good listening.

III. CONCLUSION: Summarizes, reviews, urges action, or gains respect for ideas expressed.

What Should an Outline Look Like?

I. INTRODUCTION

II. BODY

A. First main point

1. Subpoint #1
2. Subpoint #2

B. Second main point

1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

MAKING A PRESENTATION
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Outline — Logical organization of ideas that forms the framework of any story, essay, or other form of information

B. Gesture — Use of facial expressions or body motions to emphasize an idea (Figures 1 and 2)

EXAMPLES:

FIGURE 1

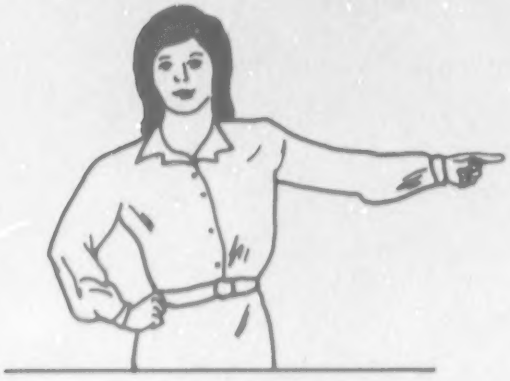


FIGURE 2

C. Résumé — Short account of one's career and qualifications prepared by person applying for a position

II. Types of presentations

A. Demonstration — Presentation illustrating the step-by-step procedure for performing a task or assignment

B. Illustrated talk — Presentation using objects and visual aids to assist in making a point

C. Prepared speech — Formal verbal presentation following a logical sequence

D. Panel discussion — Presentation in which three or more individuals discuss a topic from different points of view

E. Extemporaneous speech — Speech delivered on an assigned topic with a minimum of advance preparation

INFORMATION SHEET

III. General purposes of a presentation

A. To inform

B. To influence

C. To entertain

IV. Guidelines for preparing successful presentations

A. Choose topic that is interesting to audience

B. Make presentation clear to yourself

C. Phrase presentation clearly for your audience

D. Explain any new ideas or terms related to subject (topic)

E. Practice your presentation

V. Steps to follow in developing a presentation

A. Analyze subject

B. Research available references

C. Record key information

EXAMPLES: Write information on 3-by-5 cards; clip information from personal newspapers, magazines; tape-record information; make copies of information.

D. Arrange material in logical order

VI. Guidelines to follow when gathering information

(NOTE: A lot of background information is available for the person who will look for it. The following list includes only a few reference possibilities.)

A. Check personal books

B. Review back issues of trade and business magazines

C. Check school and public libraries

D. Check *Reader's Guide* at library for index of magazine articles

INFORMATION SHEET

E. Check with trade associations

F. Check with editors of business papers

G. Interview a resource person

EXAMPLE: President of a civic club

H. Check appropriate federal and state government agencies

I. Check educational facilities

VII. Rules for using quotations and statistics in a presentation

A. Use only when needed to make a point

B. Make sure that the source and date of information are accurate

C. Keep the true meaning of the quotations and statistics

(NOTE: Take care to use quotations and statistics in their original context.)

VIII. Reasons for using outlines

A. To aid in organizing and developing ideas

B. As a checklist for major points of presentation

IX. Principal parts of an outline

A. Introduction — Beginning of a presentation; should attract and motivate audience

B. Body — Central theme of presentation; carries main idea

C. Conclusion — Repeats or summarizes the main point of the presentation or asks for action

X. Ways to make a good first impression

A. Be neatly groomed

B. Let all important actions, objects, and aids be seen clearly

C. Be enthusiastic and confident

INFORMATION SHEET

D. Recognize that some fear is normal; do not get too upset

E. Speak clearly and in a pleasant tone of voice

XI. Ways to develop and add meaning to the delivery of a presentation

A. Eye contact

B. Gestures

EXAMPLES: Hand, facial

C. Posture

D. Movement

E. Voice control

F. Visuals

XII. Reasons for using gestures in a presentation

A. To emphasize specific points

B. To convey attitudes or moods

C. To express thoughts and feelings

XIII. Ways to develop proper delivery

A. Practice presentation in front of mirror

B. Use tape or video recorder for evaluating presentation

C. Give presentation in front of another person

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #1 — EVALUATE A SPEECH

NAME _____ SCORE _____

Evaluating a written speech—looking for strong and weak points; analyzing organizational technique; examining introduction, body, and conclusion; and judging the speech for effectiveness—will help you organize and write a speech of your own.

Included in this assignment sheet is a speech from a state VICA leadership conference. Read the speech, and then answer each of the questions that follow.

A. Was the speech well written? Yes_____ No_____

Why or why not? _____

_____

_____

_____

_____

_____

_____

_____

_____

B. What was the purpose of the speech? Inform_____ Influence_____ Entertain _____

Explain: _____

_____

_____

_____

_____

_____

_____

ASSIGNMENT SHEET #1

C. Was there a proper introduction to the speech? Yes _____ No _____

Why or why not? _____

D. What was the basic theme of the introduction? _____

E. How many points did the body of the speech have? _____

What were the points? _____

F. Did the speech have a good conclusion? Yes _____ No _____

ASSIGNMENT SHEET #1

G. What were the main points in the conclusion? _____

_____

_____

_____

_____

_____

_____

ASSIGNMENT SHEET #1

America's New Professionals—Energy for America

America's new professionals—energy for America. It is difficult to explain exactly who America's new professionals are and to define the concept of energy for America. I cannot begin to reveal all the ideas and ideals of the VICA organization on these two points, but I will try to give some insight as to our plans.

We are America's new professionals. We are preparing for the unforeseen challenges of tomorrow. We will meet those challenges one day at a time. These days, "tomorrow" is a very unstable word. Who knows what tomorrow will bring? VICA members, that's who.

Since I joined VICA over a year and a half ago, I have come to realize the need to prepare for tomorrow, the need to provide a sufficient supply of energy for the future, and the need for potential leaders to assure that there will be a future.

If the people of this earth continue on the path they are taking, absorbing not only natural energy, but human energy also, their children will suffer for these mistakes. America's new professionals propose a countermeasure to this problem. We want to restore and add to our world's resources, both natural and human. VICA is striving to reach its goal of making this world abundant in energy. VICA is the human explosion of energy. VICA members will be the leaders of tomorrow—the energy of the decade.

We, as VICA members, are recognized in our schools and throughout our communities as leaders. We realize that we must make an effort to work as a team and learn how to communicate. As VICA students we learn to develop our personal skills by working together, each member striving to achieve the same goal. The responsibility of running our own clubs, electing officers, and setting our own goals helps us learn about ourselves and each other.

ASSIGNMENT SHEET #1

VICA brings together American industry and vocational students in ways no other single group has before. Over two hundred corporations and labor unions are members and supporters of VICA, and there are more getting involved every day. This involvement has caused industry to take an active role in the future professional training of America's youth. When a former VICA member reaches his or her goal, the satisfaction is felt not only by the individual but also by the industries that supported the member and became involved in the member's training.

VICA teaches its members the skills that today's employers are looking for. Employers are seeking people who are dependable and punctual. They are searching for workers with potential and the initiative to fulfill this potential. VICA produces people who can communicate, who can understand instructions as well as carry them out. VICA members are reliable, self-motivated workers. The VICA organization is available to students who realize that well-developed personal traits are also job skills.

I heard a story the other day that I believe illustrates my point. The story is about a young man who dies and goes to Heaven. When he arrives at the gates to meet St. Peter, he asks the disciple a favor. He would like to see Hell. He wants to satisfy his curiosity and find out if his mother and all the "fire and brimstone" preachers of his childhood were right. St. Peter agrees, and they begin their descent to the true center of the earth.

When they arrive, the young man finds himself standing at the head of a lavishly set banquet table. Meats, fine wines, and fruits from every land garnish the table. Although the table is abundantly laden, it is surrounded by starving, bloated bodies, pitiful people with hatred-filled eyes.

The young man asks St. Peter, "What is wrong with the food? Is it poisoned?" He thinks to himself that it would be better to eat poisoned food than to live on forever like this.

ASSIGNMENT SHEET #1

St. Peter tells him, "There is nothing wrong with the food. Here, everyone must eat with three-foot chopsticks, and since no one can do this alone, the people starve."

When they return to Heaven, the young man once again finds himself at the head of a banquet table set with a variety of foods. This table has only one startling difference. It is surrounded by many well-fed people. The young man then turns to St. Peter and asks, "What is the difference between Heaven and Hell? Why are those in Hell starving and everyone here in Heaven full?"

"There is only one difference," says St. Peter. "Here they help each other eat."

This story pertains to our world and the people of today. The only way our children will have the same rights and freedoms that we have is to work together. If our children are to have an abundance of energy in the future, we will have to stop the irresponsible use of it now so that our children do not have to spend their lifetimes exploring for both natural and human energy resources.

We must feed each other. To have a fair chance, we must give and take and learn from each other's knowledge, skills, and abilities. Through VICA, as America's new professionals—energy for America, we will have a chance. A chance to develop new energy for America. The human energy explosion has begun.

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #2 — GIVE A PREPARED ONE-MINUTE TALK

NAME _____ SCORE _____

One of the best ways to begin preparing a presentation is to select a topic with which you are very familiar. Prepare a one-minute talk using the situation below.

> You have just been informed by your instructor that you are to pick up someone at the airport. You have never met this person. Describe yourself in detail so that the person will be able to identify you in the crowd at the airport.

(NOTE: Prepare your remarks and description below and on the back of this page.)

ASSIGNMENT SHEET #2

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #3 — INTRODUCE A SPEAKER

NAME _____ SCORE _____

As a VICA member, you may be asked to introduce a guest speaker for a banquet or other type of school event. The way that you introduce a guest speaker can help or hinder the speaker's presentation.

Using the information given below, the Information Sheet, and the sample résumé included in this assignment sheet, select a topic for a speaker's presentation; write and then give a one-minute introduction.

Specific Information for Introducing Guest Speakers

- *Set a time limit:* Before your introduction, tell your speaker that he or she is to speak for twenty-five minutes and that a five-minute warning will be given before time is up.
- *Review speaker's résumé:* Choose information for use in the introduction. Educational and community activities always are appropriate to use.
- *Make few remarks:* Do not start with the speaker's birthdate and relate every event of the speaker's life. Mention only those past experiences that relate directly to the subject of the speech that the speaker is giving.
- *Do not try to capture the audience with your personality:* Avoid telling a string of funny stories or giving your knowledge of the subject. Remember, the speaker is the one who will give the presentation.
- *Create suspense:* Create the thought that what the speaker is about to say is important, and mention the speaker's name only once, at the end of your remarks; then stay on the platform with the speaker and lead the applause. Return to your chair during applause.
- *Never apologize:* If the speaker is a substitute or fill-in due to a program change, do not apologize or make excuses.
- *Make sure that you pronounce the speaker's name correctly:* The speaker's name should be given at the *end* of the introduction, not at the start.

Topic: _____

ASSIGNMENT SHEET #3

Write your introduction in the space below. If more space is needed, use additional paper.

ASSIGNMENT SHEET #3

Speaker's Résumé

Name: Ivan Armstrong

Education:
M.S. in Trade and Industrial Education, Oklahoma State University, 1976
B.S. in Trade and Industrial Education, Oklahoma State University, 1974

Associate degree in Automotive Technology, Oklahoma State Tech., Okmulgee, Oklahoma, 1960

Present Position:
State Supervisor of Trade and Industrial Education, Oklahoma State Department of Vocational and Technical Education
Part-time instructor for Oklahoma State University, Trade and Industrial Teacher Education Department

Job History:
State Department of Vocational and Technical Education
State supervisor of Trade and Industrial Education, 1981-present
District supervisor of Trade and Industrial Education, 1978-1981
Trade and Industrial Education curriculum specialist, 1974-1978
Auto mechanics instructor, Western Heights Public Schools, Oklahoma City, Oklahoma, 1969-1974
Service manager for Downtown Motors, Inc., 1967-1969
Auto mechanic for Downtown Motors, Inc., 1962-1967
Auto mechanic and shop foreman for Miller Motor, Inc., 1960-1962

Activities:
Assisted with the organization of the 1973 National VICA Skill Olympics auto mechanics contest

Corporate and professional member of Vocational Industrial Clubs of America

Iota Lambda Sigma Fraternity

Phi Kappa Phi Honor Society

American Vocational Association

Oklahoma Vocational Association

Oklahoma Trade and Industrial Teachers Association

Certified by National Insititute of Automotive Service Excellence

Member of the board of directors for the Payne County Sheltered Workshop, serving as chairman of Facilities Committee

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #4 — GIVE A DEMONSTRATION

NAME _____ SCORE _____

Demonstrations are much easier to develop and present than are other types of presentations. However, thorough preparation should be done before giving the demonstration.

PART I

Select a topic that interests you and give a demonstration. Use the following work sheet to help you prepare your presentation.

Topic: _____

A. What tools and equipment do you need?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ASSIGNMENT SHEET #4

B. What visuals do you need?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

C. Where will you present the demonstration? _____

(NOTE: Remember, everyone in the room must be able to see you during the demonstration. Always check the room arrangement before giving your presentation.)

D. Having identified your topic and listed the equipment and tools needed, prepare your presentation. Use the following information to assist you.

- Make sure that your topic is current and that you are thoroughly familiar with the content.
- Develop your demonstration.
- Practice your demonstration and revise as necessary.
- Review the time frame; your presentation should not run over fifteen minutes.
- Make sure that the visuals used during your presentation are large enough to be seen by all people in attendance.
- Make sure that all of your tools and equipment are available, in working condition, and clean.
- Check the meeting place several days prior to giving the presentation.
- Make sure that safety procedures are followed while giving the demonstration.

ASSIGNMENT SHEET #4

PART II

This part of the assignment will be used by the instructor or another student to evaluate your demonstration. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your demonstration.

A. What was the length of the presentation? _____

B. Did the demonstration follow a logical sequence? Yes _____ No _____

C. Did the presenter speak in a clear, distinct tone? Yes _____ No _____

D. Was the demonstration interesting? Yes _____ No _____

E. Could the demonstration be seen clearly and were all visuals used large enough to be seen? Yes _____ No _____

F. Were proper safety procedures followed? Yes _____ No _____

If no, what safety procedures were not followed? _____

_____

_____

_____

_____

G. Did the presenter have all of the necessary tools and equipment? Yes _____ No _____

H. What, if any, tools were missing? _____

I. Rate the presenter: Excellent _____ Good _____ Fair _____ Poor _____

J. What were the strengths of the presentation? _____

_____

_____

_____

_____

_____

ASSIGNMENT SHEET #4

K. What were the weaknesses of the presentation? _____

_____

_____

_____

_____

_____

L. In what ways could the presentation have been improved? _____

_____

_____

_____

_____

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #5 — PARTICIPATE IN A PANEL DISCUSSION

NAME _____ SCORE _____

A panel discussion gives you an opportunity to speak for or against an issue. However, as a panel speaker, you will be allowed only a few minutes to state your opinion; therefore, you must select your words carefully if you are to express your opinion well. Prepare to participate in a panel discussion using the situation below.

> You and three other individuals (classmates) have been selected to participate in the discussion. The debate is scheduled to be sixteen minutes long. Each person is allowed two minutes for opening remarks and one minute to summarize his or her opinions. Two individuals will speak for the issue and two will speak against the issue.

Select a topic, and prepare your opening remarks and closing summary. You may speak for or against the issue. The topics below may be used for the discussion.

Topics for Debate

- Increase VICA dues by $3.00
- Change the VICA colors
- Require that all VICA meetings be held at night
- Decrease the number of delegates a club can take to state competition

Write the title of your discussion topic, and then, on the following page, write opening remarks and a closing summary expressing your opinion for or against the issue you have chosen.

Topic: _____

ASSIGNMENT SHEET #5

A. Opening remarks

(NOTE: In your opening remarks, state your position and reason[s] for this position.)

B. Closing summary

(NOTE: The closing summary should be a summary of your opening remarks or should ask for action.)

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #6 — GIVE AN ILLUSTRATED TALK

NAME _____ SCORE _____

You have been asked to give a three-minute illustrated talk. You must have interesting and relevant visuals when giving an illustrated talk.

PART I

A. Select a topic that interests you.

Topic: _____

B. Select and prepare visuals. From the list below, check the types of visuals you will be using and write a brief description of each.

1. Charts _____

_____

2. Models _____

_____

3. Posters _____

_____

4. Photographs _____

_____

5. Actual objects _____

_____

6. Transparencies _____

_____

7. Other _____

_____

ASSIGNMENT SHEET #6

C. Determine what equipment you will need. List below.

1. _____

2. _____

3. _____

D. Identify where the talk will be given. _____

(NOTE: People must be able to see your visuals during the talk. Check the room arrangement before giving your talk.)

E. Now that you have selected your topic, have identified where the talk will be given, and have determined the types of visuals you will need, you can start preparing your talk. The following information may be helpful to you.

- Make sure that the topic you selected is timely and that you feel comfortable with the topic.
- Review the time frame; the talk should not run over ten minutes.
- Your visuals are the key to your presentation. Make sure they are large enough to be seen at the back of the room. Colors make your visuals stand out better and illustrate selected points.
- Arrange your visuals according to the points you wish to make.
- Make a set of note cards that agree with your visuals.
- Practice your talk several times, paying close attention to your time.
- Handle your visuals skillfully:

  Address the visual and the audience;

  Using a pointer, point to the visual to illustrate specific points;

  Place visual at the back of the stack and continue with your talk.

PART II

This part of the assignment will be used by the instructor or another student to evaluate your illustrated talk. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your talk.

A. What was the length of the talk? _____

ASSIGNMENT SHEET #6

B. Did the talk hold the attention of the audience? Yes_____ No_____

C. Did the talk follow a logical sequence? Yes_____ No_____

D. Could the visuals be clearly seen from the back of the room? Yes_____ No_____

E. Were the visuals appropriate for the topic? Yes_____ No_____

F. Rate the use of the visuals:

Overused_____

Used appropriately_____

Used very little_____

G. Did the presenter handle the visuals correctly and skillfully? Yes_____ No_____

H. Rate the speaker's delivery.

1. Voice

_____a. Voice was loud

_____b. Voice was soft

_____c. Speaker spoke fast

_____d. Speaker spoke slowly

_____e. Speaker spoke in monotone

Comments: _____

_____

2. Stage presence

a. Was the presenter dressed appropriately? Yes_____ No_____

Comments: _____

_____

b. Did the presenter exhibit good poise and body posture? Yes_____ No_____

Comments: _____

_____

ASSIGNMENT SHEET #6

c. Was the presenter at ease before the audience? Yes_____ No_____

Comments: _____

_____

d. Was the talk interesting, understandable, convincing, pleasing? Did it hold the audience's attention?

Comments: _____

_____

I. What were the strengths of the talk? _____

_____

_____

_____

_____

_____

J. What were the weaknesses of the talk? _____

_____

_____

_____

_____

_____

K. Rate the illustrated talk.

Excellent_____ Good_____ Fair_____ Poor_____

L. In what ways could the talk have been improved? _____

_____

_____

_____

_____

_____

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #7 — WRITE AN OUTLINE FOR A THREE-MINUTE SPEECH

NAME _____ SCORE _____

You have been asked by a civic club to give a three-minute speech about VICA. Review the subject and start collecting information.

After you have reviewed the source material, outline your speech, using the space below and on the back of this page. Have the instructor evaluate the completed outline. The sample outline worksheet and sample outline provided in this assignment sheet may serve as guidelines.

Topic: _____

List of Resources Used: _____

_____

_____

_____

Outline

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ASSIGNMENT SHEET #7

ASSIGNMENT SHEET #7

Sample Outline Worksheet

I. Introduction

A. Skilled professionals

1. Pride, satisfaction, usefulness
2. Higher technology

a Quality work

b. Better efficiency

c. Stiff competition

B. Changing society

1. Educational ideas
2. Economic conditions

II. Body

A. America's attitude

1. Economic conditions
2. College education
3. Unemployment
4. Skills (new skilled positions)

B. Employers' demands

1. Retraining for employability
2. Vocationally trained students

C. VICA as a motivating force

1. High work standards
2. Ethics
3. Honesty

ASSIGNMENT SHEET #7

4. Cooperation
    a. Labor
    b. Management
5. Respect for the dignity of work
6. Democratic process
7. Enthusiasm for learning
8. Student growth
    a. Spiritual
    b. Mental
    c. Social
    d. Leadership training

III. Conclusion
    A. Quotation
    B. Opposition to vocation
    C. Dedicated students

ASSIGNMENT SHEET #7

Sample Outline

Title: Today's New Professionals Conquering New Frontiers

I. Introduction

Today's vocational students are ready for the challenge of quality work, better efficiency, and stiff competition because their training has provided not only job skills but pride and satisfaction through the recognition of their usefulness and the usefulness of higher technology.

II. Body

A. Economic conditions have changed America's attitude toward education

1. Twenty years ago college was considered irreplaceable
2. A degree was considered necessary for financial security and a productive life
3. Today one of four holds a degree
   a. Thousands are unemployed
   b. Job openings cannot be found
4. Increased unemployment rate creates interest in vocational education

B. New job openings in various industries and areas

1. Biggest obstacle facing workers is lack of skill or technology for new positions
2. New positions were made available because of high technology

C. Retraining of experienced workers

1. Retraining employees to meet rapid technological changes
2. Unskilled workers are not being hired
   a. Employers prefer trained applicants
   b. Vocational-technical school students are skilled

D. Vocational-technical school graduates have more than just job skills

1. Skilled workers with high work standards and high work ethics
2. Vocational Industrial Clubs of America (VICA) teach high standards and work ethics

ASSIGNMENT SHEET #7

E. VICA's role

1. Motivating force for maintaining high standards among students with vocational goals

2. Effective in producing skilled students ready for immediate and responsible employment

3. Over 200 labor and management organizations have issued statements in support of VICA

4. To add to basic skills, VICA promotes high principles and ability to cooperate with labor and management

5. Development of a true professional

a. Deep respect for the dignity of work

b. Ability to plan together, organize, and carry out worthy activities and projects through the use of the democratic process

c. Enthusiasm for learning

d. Understanding the functions of labor and management organizations and a recognition of their mutual interdependence

e. Sincere interest in, and esteem for, trade, industrial, and technical education

F. VICA students

1. Grow spiritually, mentally, and socially while developing the skills necessary to become professional

2. Have an opportunity to experience total development, to become leaders, and to be successful in reaching the top of the mountain called "potential"

III. Conclusion

A. Quotation

"Being cognizant of the fact that most people reach the foothill of their own personal mountain, a few reach the timberline, still fewer reach the snowline, and a precious few reach the peak of the mountain—I want very much to be among the least number. I know the view from the top is great."

ASSIGNMENT SHEET #7

B. The new professionals are ready for vocational challenges

1. They are dedicated to their profession in spite of current economic limitations, conditions, and oppositions

2. They seek honorable recognition by both their employer and fellow workers

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #8 — WRITE AN INTRODUCTION
FOR A THREE-MINUTE SPEECH

NAME _____ SCORE _____

Remember, the introduction sets the stage for your speech. Select your words carefully. The introduction should be written in such a manner that the audience can identify with your speech. Make your sentences have meaning.

Using the Information Sheet and Assignment Sheet #7, write the introduction to your speech. You may use the space below for your introduction. If more space is needed, use the back of this page. Have your instructor evaluate your completed introduction.

Speech Title: _____

Introduction: _____

ASSIGNMENT SHEET #8

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #9 — WRITE THE BODY OF A THREE-MINUTE SPEECH

NAME _____ SCORE _____

The body of your speech is the heart of the speech. This part should be filled with useful information. The speech should flow from one point to another. Use words that have meaning and words that you feel comfortable using. If you use dates and figures, make sure that the sources are given.

A considerable amount of time should go into preparing this part of your speech. Using the Information Sheet and Assignment Sheets #7 and #8, write the body of your speech. Use the following pages for writing your speech. Read through your speech and make modifications as needed. Have your instructor evaluate the completed body of your speech.

Speech Title: _____

Body: _____

ASSIGNMENT SHEET #9

ASSIGNMENT SHEET #9

MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #10 — WRITE THE CONCLUSION
OF A THREE-MINUTE SPEECH

NAME _____ SCORE _____

The conclusion should be solid and closely tied to the text of your speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

Use the space below to write your conclusion. If more space is needed, continue on the back of this page. Have your instructor evaluate your completed conclusion, and then read the sample three-minute speech at the end of this assignment sheet before completing Assignment Sheet #11.

Speech Title: _____

Conclusion: _____

ASSIGNMENT SHEET #10

ASSIGNMENT SHEET #10

Sample Three-Minute Speech

Today's New Professionals Conquering New Frontiers
By Kevin Farmer

Among those entering the American work force today is a new line of professionals. These have taken a different approach to education in that they have learned a skill and are qualified for a job in industry upon completing school. Today's new professionals—the skilled students—have not only acquired a job skill, though, but have also developed a pride and a satisfaction in what they do because they recognize both their usefulness and the usefulness of a higher technology, for industry and for the betterment of our national strength and welfare. Having been trained in a technical school, they now set out to face and to conquer frontiers of quality workmanship, better efficiency, and stiff competition. They are the result of both changing educational ideas and changing economic conditions. And challenged with keeping abreast of technology, they use their education to help turn the wheels of industry.

America's attitude toward an education has been slightly altered due to the economic conditions of our country in recent years. Twenty years ago a college education was considered irreplaceable. The attitude of many was that a degree is absolutely necessary for an individual to have both financial security and a productive life. This attitude resulted in the current statistic which reveals that one of four adults in the United States holds a college degree. Unfortunately, though, thousands of these are right now unemployed, simply because job openings just cannot be found. In fact, the unemployment rate may be the single most influential factor in the rising interest in vocational-technical education.

But in spite of the inability of many to find jobs, jobs actually go begging in various industries and areas. The biggest obstacle facing workers today is not the absence of job openings, but the lack of skill—skill necessary in order to fill the "new skilled positions" made available by higher technology.

ASSIGNMENT SHEET #10

Currently, employers are demanding that experienced workers take retraining courses in order to remain employable. So if in an effort to inform employees of rapid technological changes, qualified and trained individuals must go back to school, what are the chances of an unskilled worker being hired? The answer is "very slim." Employers prefer to hire trained applicants rather than having to provide the training themselves, naturally. In the eyes of the employer, the skilled student coming out of a vocational-technical school stands head and shoulders above the unskilled as a prospective applicant.

Industry, however, is searching for something more than job skills alone. Employers yearn for skilled workers with high working standards and high work ethics, such as those taught by the Vocational Industrial Clubs of America, or VICA. VICA is the motivating force for maintaining high standards among students with vocational goals. And its effectiveness in producing skilled students ready for immediate and responsible employment is recognized by the respect and appreciation from the employers of industry. Over 200 labor and management organizations have issued statements in support of VICA's goals and purposes in developing "new professionals." For nearly as important as the basic skills necessary to complete a job are high principles—honesty—and the ability to cooperate with labor and management. For these are things which develop a true professional: a deep respect for the dignity of work; the ability to plan together, organize, and carry out worthy activities and projects through the use of the democratic process; an enthusiasm for learning; an understanding of the functions of labor and management organizations and a recognition of their mutual interdependence; along with a sincere interest in, and esteem for, trade, industrial, and technical education.

Students who participate in VICA activities can grow spiritually, mentally, and socially while developing the skills necessary to become a professional. They have an opportunity to experience total development, to become leaders, and to be successful in reaching the top of that mountain called "potential."

ASSIGNMENT SHEET #10

I believe a man was once quoted in reference to such a mountain as saying: "Being cognizant of the fact that most people reach the foothill of their own personal mountain, a few reach the timberline, still fewer reach the snowline, and a precious few reach the peak of the mountain—I want very much to be among that least number. I know the view from the top is great."

Today's "new professionals" see the current economic limitations, as well as the opportunities their vocation holds for them, and in spite of the conditions around them, in spite of the steepness of the mountain of opposition which lies ahead of them, they have dedicated themselves, through diligent study and ardent practice, to become a worker whose services will be recognized as honorable by both their employer and fellow workers.

The power behind the power of technology . . . this is today's new professionals conquering new frontiers.

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MAKING A PRESENTATION
UNIT II

ASSIGNMENT SHEET #11 — GIVE A THREE-MINUTE SPEECH

NAME _____ SCORE _____

The time has arrived for you to prepare the final draft of your speech. Use Assignment Sheets #8, #9, and #10 as your rough draft. Rewrite your speech making the introduction, body, and conclusion fit together. Review the speech closely to make sure that it flows. Rework any unfavorable words or incomplete statements.

The following points may assist you.

- Study and restudy your speech. Make sure that you know your speech; memorize it if necessary.

  (NOTE: A good way to memorize your speech is by reading it aloud several times.)

- Practice your speech in front of a mirror. This will allow you to practice the use of gestures.

- Record your speech and play it back. This will give you an opportunity to hear how you sound.

- The VICA speech-rating sheet at the end of this assignment sheet can be used by the instructor and other students to evaluate your speech. It will also assist you in evaluating yourself.

Now that you have studied your speech, you are ready to prepare your delivery. The following information will assist you in preparing your delivery.

ASSIGNMENT SHEET #11

Keys to Success

Know Your Audience

This means more than names. Get as much background as possible before you meet them. Develop a working knowledge of their needs, interests, and experiences and fit your plans to this knowledge.

Know Your Field

The audience will have confidence in you only as you demonstrate your ability. Keep informed of the latest techniques and knowledge.

Be Prepared

Have a clear, specific purpose for each presentation. Introduce each with a preview. Present your points one at a time and in logical order. Keep related ideas together. Keep language simple and sentences short. When technical terms are used, introduce them gradually and explain each fully.

Control Your Presentation

Set your pace to match the difficulty of the material. Do not be afraid to repeat for emphasis. Use humorous stories or comments to add interest.

Make Your Presentation Effective

When demonstrating, first show the whole operation briefly; then show it one step at a time, explaining as you go along. Emphasize key points. Make full use of instructional aids—models, charts, films, slides, and so on; but use them to improve teaching, not as a substitute for it. Use questions to guide your own teaching and to check participant progress. Ask questions first and then indicate the person to answer. Make sure of retention.

Motivate and Maintain Interest

Show enthusiasm. Use variety in your presentation. Make your speaking personal. Help the audience see future uses of what they learn.

Use Your Voice Wisely

Speak clearly and loudly enough so that all may hear. Speak slowly enough for meanings to be grasped. It is better to cover less and cover it well. A little variation in your voice will avoid monotony. Talk to the audience, not to the window or the chalkboard.

Make Sure of Progress

Establish concrete goals and strive to attain them. Know what you can expect from your audience and hold them to it. Show genuine interest. Keep the appropriate individuals informed of progress.

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ASSIGNMENT SHEET #11

VICA U.S. SKILL OLYMPICS
PREPARED SPEECH
Rating Sheet

ITEMS EVALUATED	Excellent	Very Good	Good	Fair	Poor	SPEAKER NUMBER
Opening Appearance Introduction	15	12	9	6	3	
Voice Pitch Tempo Volume Enthusiasm	10	8	6	4	2	
Platform Deportment Gestures Poise Eye contact Mannerisms	10	8	6	4	2	
Organization Logic Clarity Suitability Coherence	20	16	12	8	4	
Mechanics Diction Grammar Pronunciation Word picture	10	8	6	4	2	
Close Summary Conclusion	15	12	9	6	3	
Effectiveness Purpose Cover topic Impress Inform Persuade	20	16	12	8	4	
TIME PENALTY (minus 5 pts. for each fraction of 30 sec. under 5 min. or for each fraction of 30 sec. over 7 min.)						
CLOTHING PENALTY (minus 10% of total possible points)						
TOTAL POINTS	100	80	60	40	20	

MAKING A PRESENTATION
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8 — Evaluated to the satisfaction of the instructor

Assignment Sheet #9 — Evaluated to the satisfaction of the instructor

Assignment Sheet #10 — Evaluated to the satisfaction of the instructor

Assignment Sheet #11 -- Evaluated to the satisfaction of the instructor

MAKING A PRESENTATION
UNIT II

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with making a presentation. Write the correct numbers in the blanks.

_____a.	Short account of one's career and qualifications prepared by person applying for a position	1. Gesture 2. Outline 3. Résumé
_____b.	Use of facial expressions or body motions to emphasize an idea	
_____c.	Logical organization of ideas that forms the framework of any story, essay, or other form of information	

2. Match types of presentations to their correct definitions. Write the correct numbers in the blanks.

_____a.	Presentation in which three or more individuals discuss a topic from different points of view	1. Demonstration 2. Illustrated talk 3. Prepared speech 4. Panel discussion 5. Extemporaneous speech
_____b.	Speech delivered on an assigned topic with a minimum of advance preparation	
_____c.	Presentation using objects and visual aids to assist in making a point	
_____d.	Formal verbal presentation following a logical sequence	
_____e.	Presentation illustrating the step-by-step procedure for performing a task or assignment	

3. Select from the following list general purposes of a presentation. Write an "X" in the blank before each correct answer.

_____a. To entertain

_____b. To influence

_____c. To procrastinate

TEST

_____d. To judge

_____e. To evaluate

_____f. To inform

4. Select from the following list guidelines for preparing successful presentations. Write an "X" in the blank before each correct answer.

_____a. Choose topic that is interesting to audience

_____b. Practice your presentation

_____c. Explain any new ideas or terms related to subject (topic)

_____d. Phrase presentation clearly for your audience

_____e. Use technical terms

_____f. Practice speaking in a flat voice

_____g. Make presentation clear to yourself

5. Arrange in order steps to follow in developing a presentation. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Record key information

_____b. Analyze subject

_____c. Arrange material in logical order

_____d. Research available references

6. Select from the following list guidelines to follow when gathering information. Write an "X" in the blank before each correct answer.

_____a. Check *Reader's Guide* at library for index of magazine articles

_____b. Check with editors of business papers

_____c. Check personal books

_____d. Check school and public libraries

_____e. Review back issues of trade and business magazines

_____f. Check appropriate federal and state government agencies

TEST

_____g. Check with trade associations

_____h. Check educational facilities

_____i. Interview a resource person

7. State rules for using quotations and statistics in a presentation.

a. _____

_____

b. _____

_____

c. _____

_____

8. State reasons for using outlines.

a. _____

_____

b. _____

_____

9. Match principal parts of an outline to their correct definitions. Write the correct numbers in the blanks.

_____a.	Repeats or summarizes the main point of the presentation or asks for action	1. Body
_____b.	Beginning of a presentation; should attract and motivate audience	2. Introduction
_____c.	Central theme of presentation; carries main idea	3. Conclusion

10. Select from the following list ways to make a good first impression. Write an "X" in the blank before each correct answer.

_____a. Be neatly groomed

_____b. Let all important actions, objects, and aids be seen clearly

TEST

_____c. Speak clearly and in a pleasant tone of voice

_____d. Chew gum to keep mouth moist

_____e. Be enthusiastic and confident

_____f. Recognize that some fear is normal; do not get too upset

_____g. Lean on podium for balance

_____h. Check microphone by blowing into it

11. Select from the following list ways to develop and add meaning to the delivery of a presentation. Write an "X" in the blank before each correct answer.

_____a. Eye contact

_____b. Proper dress

_____c. Gestures

_____d. Visuals

_____e. Posture

_____f. Movement

_____g. Use of technical terms

_____h. Voice control

12. State reasons for using gestures in a presentation.

a. _____

_____

b. _____

_____

c. _____

_____

TEST

13. State ways to develop proper delivery.

a. _____

_____

b. _____

_____

c. _____

_____

(NOTE: Test questions 14-24 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

14. Evaluate a speech.

15. Give a prepared one-minute talk.

16. Introduce a speaker.

17. Give a demonstration.

18. Participate in a panel discussion.

19. Give an illustrated talk.

20. Write an outline for a three-minute speech.

21. Write an introduction for a three-minute speech.

22. Write the body of a three-minute speech.

23. Write the conclusion of a three-minute speech.

24. Give a three-minute speech.

MAKING A PRESENTATION
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 2

2. a. 4
   b. 5
   c. 2
   d. 3
   e. 1

3. a, b, f

4. a, b, c, d, g

5. a. 3
   b. 1
   c. 4
   d. 2

6. a, b, c, d, e, f, g, h, i

7. a. Use only when needed to make a point
   b. Make sure that the source and date of information are accurate
   c. Keep the true meaning of the quotations and statistics

8. a. To aid in organizing and developing ideas
   b. As a checklist for major points of presentation

ANSWERS TO TEST

9. a. 3
   b. 2
   c. 1

10. a, b, c, e, f

11. a, c, d, e, f, h

12. a. To emphasize specific points
    b. To convey attitudes or moods
    c. To express thoughts and feelings

13. a. Practice presentation in front of mirror
    b. Use tape or video recorder for evaluating presentation
    c. Give presentation in front of another person

14. Evaluated to the satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

16. Evaluated to the satisfaction of the instructor

17. Evaluated to the satisfaction of the instructor

18. Evaluated to the satisfaction of the instructor

19. Evaluated to the satisfaction of the instructor

20. Evaluated to the satisfaction of the instructor

21. Evaluated to the satisfaction of the instructor

ANSWERS TO TEST

22. Evaluated to the satisfaction of the instructor

23. Evaluated to the satisfaction of the instructor

24. Evaluated to the satisfaction of the instructor

APPLYING FOR A JOB
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to locate a job opening, prepare a formal application, and effectively interview for a job. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with applying for a job.
2. Name ways to find job openings.
3. Name methods of applying for a job.
4. Select from a list personal characteristics an employer looks for during an interview.
5. Select from a list guidelines for dressing for an interview.
6. Match to their correct descriptions types of documentation needed when applying for a job.
7. Distinguish between information to be obtained before and during a job interview.
8. Arrange in order steps in preparing for an interview.
9. List items to take to a job interview.
10. Select from a list recommended interviewing practices.
11. Write a résumé.
12. Prepare a letter of application.
13. Complete an employment application form.
14. Consider interview questions.
15. Make an appointment by telephone for a job interview.
16. Write a follow-up letter or make a follow-up telephone call after interviewing for a job.
17. Evaluate a job offer.
18. Compare job opportunities.

APPLYING FOR A JOB
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Transparency masters
  1. TM #1 — Where to Look for a Job
  2. TM #2 — Where to Look for a Job (Continued)
  3. TM #3 — Attitudes
  4. TM #4 — Appropriate Dress
  5. TM #5 — Appropriate Dress (Continued)
  6. TM #6 — Résumé Highpoints
- D. Information sheet
- E. Assignment sheets
  1. Assignment Sheet #1 — Write a Résumé
  2. Assignment Sheet #2 — Prepare a Letter of Application
  3. Assignment Sheet #3 — Complete an Employment Application Form
  4. Assignment Sheet #4 — Consider Interview Questions
  5. Assignment Sheet #5 — Make an Appointment by Telephone for a Job Interview
  6. Assignment Sheet #6 — Write a Follow-up Letter or Make a Follow-up Telephone Call After Interviewing for a Job
  7. Assignment Sheet #7 — Evaluate a Job Offer
  8. Assignment Sheet #8 — Compare Job Opportunities
- F. Answers to assignment sheets
- G. Test

SUGGESTED ACTIVITIES

H. Answers to test

II. Instructor's guide

A. Order materials to supplement unit.

1. Pamphlets

a. "Before the Interview"

b. "How to Get and Hold the Right Job"

c. "Is Your Appearance Working For or Against You?"

d. "Merchandising Your Job Talents"

e. "How Do I Get a Job"

f. "How to Prepare Yourself for Job Interviews"

g. "Résumé Completion Guidelines"

h. "Pocket Résumé"

i. "Memo to Mature Jobseekers"

j. "Filling in the Blanks"

(NOTE: All of the above pamphlets are available from the nearest state employment service office.)

2. Films

a. *Applying for a Job*. Color, 13 ½ minutes, Encyclopedia Britannica, 1971. Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.

b. *Your Job: Applying for it*. Color, 13 ½ minutes, Coronet Films, 1970. Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

c. *Get That Job. Line up Your Interview*. Color, 11 minutes, Coronet Films, 1976. Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

d. *Your Job: Finding the Right One*. Color, 13 ½ minutes, Coronet Films, 1970. Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

SUGGESTED ACTIVITIES

e. *Getting a Job Is a Job*. Color, 20 minutes, Dibie-Dash, 1968. Available from Dibie-Dash Productions, 4949 Hollywood Boulevard, Suite 217, Hollywood, California 90028.

f. *Interview: Ready or Not?* Color, 24 minutes, Churchill Films, 1975. Available from Churchill Films, 622 North Robertson Boulevard, Los Angeles, California 90069.

g. *Job Interview: I Guess I Got the Job*. Color, 13 minutes, McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020.

h. *Your Job: Fitting in*. Color, 15 minutes, Coronet Films, 1970. Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

i. *Your Job: Getting Ahead*. Color, 15 minutes, Coronet Films, 1970. Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

j. *Your Job: Good Work Habits*. Color, 13 ½ minutes, Coronet Films, 1970. Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

k. *Your Job: You and Your Boss*. Color, 16 minutes, Coronet Films, 1970. Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

(NOTE: These films are available on a free-loan basis to Oklahoma teachers *only*. Oklahoma teachers may order the films from the Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the addresses listed.)

3. Arrange for video camera and recorder, tape recorder, and telephones if desired.

B. Make transparencies.

C. Duplicate or obtain additional blank job application forms for student use.

D. Provide students with a copy of the unit.

SUGGESTED ACTIVITIES

E. Introduce unit to students.

SUGGESTIONS:

- Stress the importance of following correct procedures when applying for a job.
- Explain the importance of having a well-prepared and accurate résumé and application: they may mean the difference between getting the job or not getting the job.
- Ask how many students have applied for a job.
- Ask how many students have ever been required to complete a job application form.

F. Discuss unit and specific objectives. Explain to students that after completing this unit they should have a better understanding of what not to do as well as what to do when applying for a job.

1. Use Information Sheet, Section I, to introduce students to terms common to applying for a job.

   SUGGESTIONS:

   - Allow students a few minutes to review terms and definitions.
   - Ask if any student needs clarification of a term.
   - Question students as a group or individually to explain meaning of selected terms.

2. Use Information Sheet, Section II, and Transparencies #1 and #2 to discuss finding job openings.

   SUGGESTIONS:

   - Have students collect newspaper help-wanted ads relating to their trade area. Create a bulletin-board display or chart using ads.
   - Ask students to interpret abbreviations found in help-wanted ads.
   - Remind students that help-wanted ads are a good first place to look, but that 75 percent of all jobs are never advertised in a newspaper.

SUGGESTED ACTIVITIES

- Stress the importance of telling everyone that you are looking for a job. Tell students that 80 percent of all jobs are found through personal contacts.

- Show the films *Applying for a Job* and *Your Job: Applying for It.*

- Ask students to name advantages that VICA members have over other job seekers:

  Saleable trade skills

  Leadership and personal skills

  Youth, i.e., full of energy, eager, definite career goals, desire for learning experiences, no bad work habits yet

- Invite supervisor of nearest state employment office to speak to class, or take field trip to nearest employment office.

3. Use Information Sheet, Section III, to make students aware of methods of applying for a job. Have students complete Assignment Sheet #5.

   SUGGESTIONS:

   - Stress that time and timing are key factors to success when applying for a job; however, being prepared is most important.

   - Pair students for Assignment Sheet #5. You may desire to assign students to small groups for this exercise.

   - Show the films *Get That Job: Line up Your Interview* and *Your Job: Finding the Right One.*

   - For self-evaluation and feedback, tape-record students while they practice making job interview appointments by phone.

4. Use Information Sheet, Section IV, and show Transparency #3 when talking about what employers will look for during an interview. Have students complete Assignment Sheet #4.

   SUGGESTIONS:

   - Invite a personnel manager from a local company or city government to talk to the class. Ask speaker to discuss what he or she looks for on application letters, résumés, employment forms, and follow-up devices, and what is considered proper dress and behavior for job interviews.

SUGGESTED ACTIVITIES

- Show the films *Getting a Job Is a Job; Interview: Ready or Not?;* and *Job Interview: I Guess I Got the Job.*

- Assign to students questions from Assignment Sheet #4. Have students write out answers and present to class.

5. Use Information Sheet, Section V, and Transparencies #4 and #5 to discuss dressing for an interview.

   SUGGESTIONS:

   - Stress importance of a good first impression. Students should remember they are selling themselves to an employer.

   - Point out that a job interview is not the time to demonstrate a free spirit in dressing. Dressing to be comfortable or thinking that "the real me is more important than what I wear" does not show seriousness.

   - Stress that personal hygiene is also a must. Neatness and cleanliness are often taken as an indication of work habits and attitudes.

6. Use Information Sheet, Section VI, and Transparency #6 to discuss items an applicant may need when applying for a job. Have students complete Assignment Sheets #1 through #3 and #6.

   SUGGESTIONS:

   - Show film *Getting a Job Is a Job.*

   - Review each student's résumé and make recommendations for improvement if necessary.

   - Stress the importance of accuracy. Inform students that job application forms are often filled out in an employer's office; therefore, they need to complete each assignment sheet accurately so that they can use it as a future guide.

7. Use Information Sheet, Sections VII through X, to discuss steps for a successful job interview.

   SUGGESTIONS:

   - Use interview questions from Assignment Sheet #4, and write scripts for practicing an interview. Or, you may prefer to divide the class into groups and let each group prepare scripts.

SUGGESTED ACTIVITIES

- Have students role-play a job interview.
- Videotape each student's role-playing for feedback and evaluation.

8. Have students complete Assignment Sheets #7 and #8.

SUGGESTIONS:

- Show the films *Your Job: Fitting In; Your Job: Getting Ahead; Your Job: Good Work Habits;* and *Your Job: You and Your Boss*.
- Review with students the meaning of gross pay and deductions to arrive at net pay.
- Work through a sample monthly budget on chalkboard or overhead transparency.

G. Give test.

III. Unit references

A. Allen, Cliff. "About Getting a Job" and "After High School — What?", *Practical Family Life*. Greenfield, Massachusetts: Channing L. Bete, Inc., 1977.

B. Blackledge, Ethel H., Walter L. Blackledge, and Helen J. Kelly. *You and Your Job*. Dallas: South-Western Publishing Company, 1967.

C. *Can I Get the Job*? Detroit: General Motors Public Relations Staff, 1972.

D. Feingold, S. Norman, and Sol Swerdloff. *Occupations and Careers*. St. Louis: McGraw-Hill Book Company/Webster Division, 1969.

E. *Interviewing Women Candidates*. Washington, D.C.: U.S. Civil Service Commission, 1974.

F. Keeton, Marsha. *Job Application and Interview*. Lexington, Kentucky: University of Kentucky/Vocational Education Curriculum Development Center, 1973.

G. Kimbrell, Grady, and Ben S. Vineyard. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight Publishing Company, 1975.

H. Milburn, Paul M *How to Get a Job*. Shawnee, Oklahoma: Gordon Cooper Area Vocational-Technical School, 1967.

I. Moynihan, Moynihan, and Daeger. *You and Your Job — How to Get It*. Chicago: J.G. Ferguson Publishing Company, 1968.

SUGGESTED ACTIVITIES

J. Wood, Merle W., and Margaret McKenna. *The Receptionist*. Dallas: McGraw-Hill Book Company/Gregg Division, 1966.

K. *Your Attitude Is Showing*. Austin, Texas: Instructional Materials Division of Extension, University of Texas, 1972.

Where to Look for a Job

PRIVATE AGENCY

- Charges a Fee for Its Services
- Helps You Find the Right Job
- Finds Jobs That Will Fit You
- Requires That You Make an Appointment

PUBLIC AGENCY

- Does Not Charge a Fee for Its Services
- Is Supported by Citizens' Tax Dollars
- Finds Workers for All Types of Jobs
- Does Not Require That You Make an Appointment

TM #1

VICA - 147-B

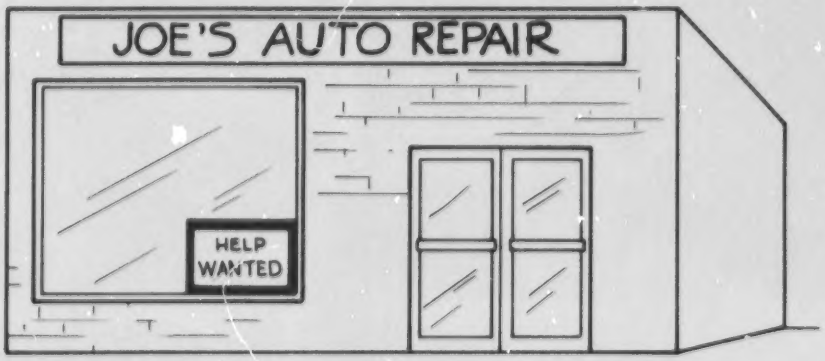
Where to Look for a Job
(Continued)

School Counselor

Friends and Relatives

Newspapers

Signs in Windows of Businesses

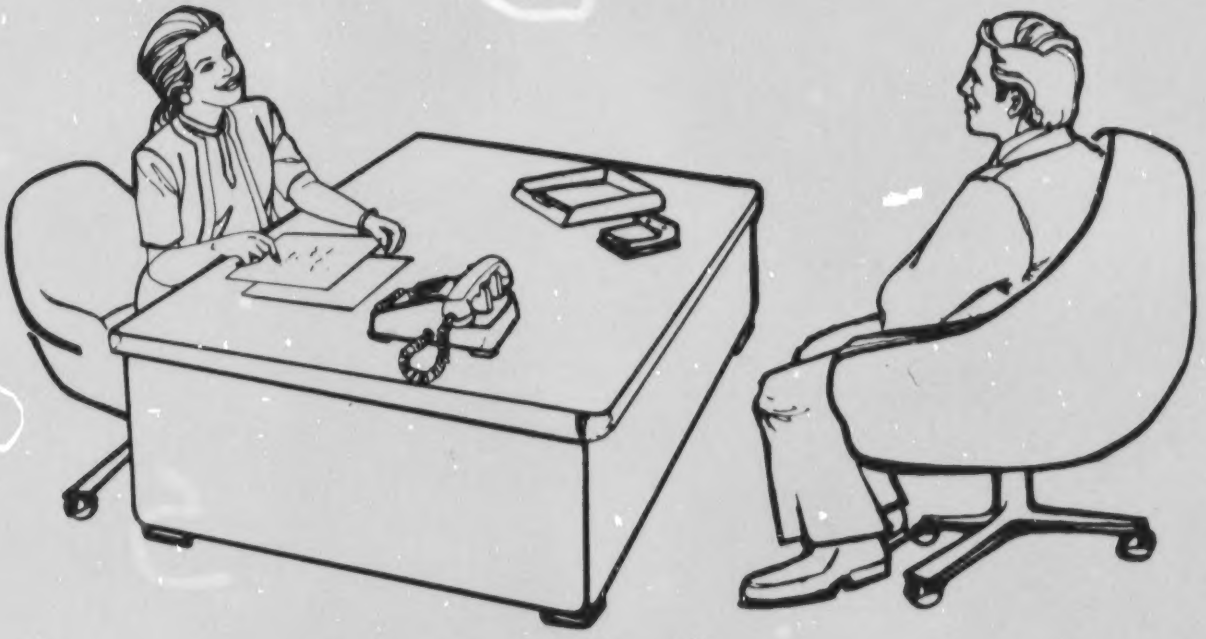


Attitudes

Enthusiasm, Interest, Dedication, Dependability, Alertness,

Quickness of Mind, Honesty, Integrity, Desire to Work,

Desire to Help Others, Desire to Improve One's Self



Appropriate Dress

Hair Neatly Trimmed and Combed?

Well-Groomed?

Conservative and Coordinated Clothing?

Shoes in Good Repair?

TM #4

261

262

VICA - 153-B

Appropriate Dress

(Continued)

What qualities make one of these applicants a "winner" and the other "woeful"?

Winner Willie

Woeful Willie

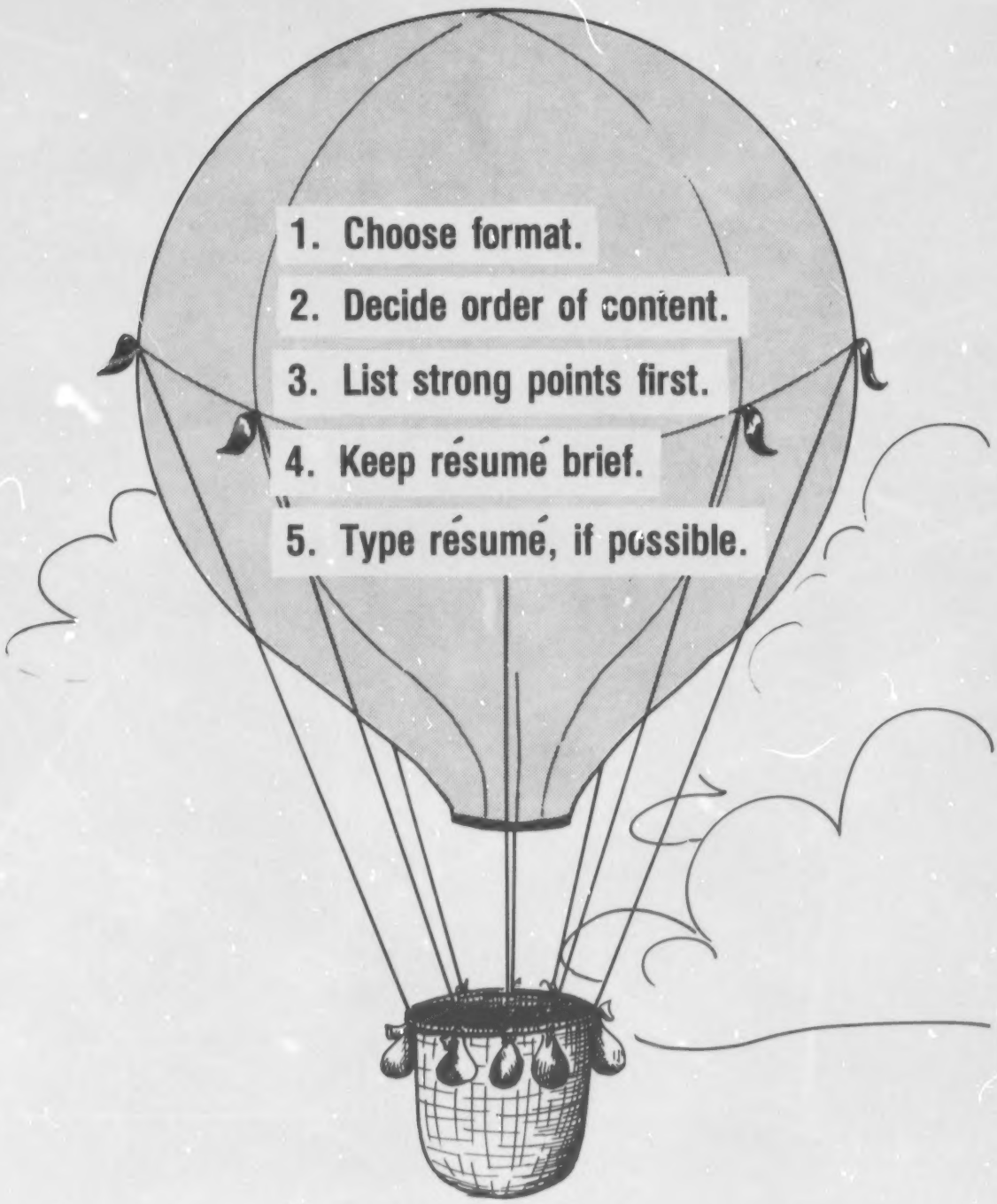
TM #5

263

264

VICA - 155-B

Résumé Highpoints



APPLYING FOR A JOB
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Applicant — Person applying for a job

B. Award — Recognition received for outstanding achievement

C. Extracurricular activities — Clubs, organizations, and social or church groups in which one participates

D. Fringe benefits — Goods or services provided by an employer in addition to regular wages or salaries

EXAMPLES: Vacations, leave, insurance benefits, bonuses, uniforms

E. Qualifications — Experience, education, and physical characteristics that suit a person to a job

F. Vocational preparation — Any vocational courses and skills learned in high school or through work experience

G. Interview — Meeting of employer and job applicant for evaluation and questioning

H. Blind ad — Classified advertisement that does not identify the advertiser

(NOTE: Applicant is asked to send a letter of application and résumé to a post office box number or to call a certain number.)

I. Help-wanted ad — Classified advertisement telling what kind of job is available and what the qualifications are

J. Employment/situation-wanted ad — Classified advertisement placed by person seeking employment and telling what his or her qualifications are

K. Employment agency — Business designed to help people find employment

L. Garnishment — Act of withholding wages or other property to satisfy a debt

M. Legible — Capable of being read; clear

N. Equal opportunity employer — Employer making a special effort to ensure that no form of discrimination is practiced

EXAMPLES: Employer does not discriminate on the basis of age, sex, race, or creed.

INFORMATION SHEET

O. Portfolio — Binder containing a collection of letters, pamphlets, or drawings that depict an individual's type of work or accomplishments

II. Ways to find job openings

A. Read classified ads

EXAMPLES: Newpapers, professional magazines

B. Visit employment offices

EXAMPLES: Department of Labor, private

C. Visit local labor union business officials

D. Talk to school officials

EXAMPLES: Teachers, counselors, principals

E. Talk to friends and relatives

III. Methods of applying for a job

A. By letter

B. By telephone

C. In person

IV. Personal characteristics an employer looks for during an interview

A. Enthusiasm and interest

B. Dedication and dependability

C. Alertness, quickness of mind

D. Honesty and integrity

E. Desire to work

F. Desire to help others

G. Desire to improve oneself

INFORMATION SHEET

V. Guidelines for dressing for an interview

(NOTE: It is very important that the applicant make the best impression possible from the *beginning* of the interview. Most interviewers form an opinion within the first four to six minutes of the interview.)

A. Dress to fit the job for which you are applying

(NOTE: Dress better for the interview than you normally would for a day on the job.)

B. Coordinate clothing

(NOTE: Consider colors, patterns, fabrics, and suitable styles for your shape and body structure.)

C. Be conservative

(NOTE: Avoid wearing high-fashion items or the newest fads.)

EXAMPLES: Wear simple jewelry, natural-looking makeup; avoid strong colognes or aftershaves; avoid wearing sunglasses during the interview.

D. Be modest and well-groomed

EXAMPLES: Clean, simply styled hair; clean and neatly trimmed nails and facial hair; buttoned shirt/blouse; fashionable but modest skirt length; well-fitting clothes (not too tight); polished shoes

VI. Types of documentation needed when applying for a job

A. Résumé — Brief summary of one's qualifications and work-related experiences

B. Letter of application — Letter that states applicant's interest in position and shows employer how applicant will be useful to the business; usually includes a copy of the résumé

C. Job application — Printed form on which applicant provides specific information about personal history, job history, job experience, education, references

(NOTE: Certain companies may require the applicant to provide a portfolio of work samples or to take a proficiency test.)

D. Follow-up letter — Letter mailed after the interview; used to thank interviewer for the interview and to refresh memory of interviewer

INFORMATION SHEET

VII. Information to be obtained before and during a job interview

A. Before job interview

(NOTE: It is important to learn all that you can about a company before your job interview. This information will help you ask the right questions during the interview, which will improve your chances of getting the job you want.)

1. Products company makes or services it renders
2. How long company has been in business
3. If company has expanded its business or changed its operations
4. Name, position, and title of person who will be doing the interviewing
5. How to pronounce the interviewer's name
6. Typical salary for this type of job

B. During job interview

1. Working conditions

   EXAMPLES: Hours of work, pay period, dress regulations, unions and professional organizations you may be expected to join, hiring policies

2. Security and safety precautions
3. Public relations

   EXAMPLES: Relations among company employees and the public

4. Salary or wages
5. Fringe benefits
6. Seniority
7. Opportunity for advancement

VIII. Steps in preparing for an interview

A. Obtain employment application forms

B. Prepare a résumé and a letter of application

C. Complete employment application forms

(NOTE: Sometimes you will fill out an application at the place of interview.)

INFORMATION SHEET

D. Mail résumé, letter of application, and application forms

E. Arrange for an interview

F. Prepare questions about job and employer

(NOTE: Write these questions in a small notebook.)

IX. Items to take to a job interview

A. Two copies of résumé and references

(NOTE: One copy may be used to help fill out the job application form.)

B. Driver's license or other proof of identity

C. A pen and small notebook

(NOTE: The notebook that you take should be the same one that contains your prepared interview questions.)

X. Recommended interviewing practices

(NOTE: Your behavior before, during, and after your interview will strongly influence the impression that you make. The following practices will help you "sell yourself" during an interview.)

A. Prepare for the interview

B. Arrive early for the interview

C. Go to interview alone unless otherwise requested

(NOTE: Occasionally, you may be asked to bring your spouse.)

D. Introduce yourself to the receptionist or secretary and the interviewer; state the purpose of your visit

E. Greet by name the person who will interview you

(NOTE: Be sure to pronounce the name correctly.)

F. Shake hands if the interviewer extends the offer

(NOTE: Make sure that your handshake is firm.)

G. Sit down when the interviewer indicates that you should

H. Sit quietly until the interviewer opens the interview

INFORMATION SHEET

I. Try not to show nervousness

(NOTE: Keep hands clasped in lap, if necessary, to keep them motionless.)

J. Maintain good posture

K. Maintain eye contact with interviewer

L. Listen carefully

(NOTE: This will enable you to answer the questions directly.)

M. Do not smoke or chew gum

N. Show a real interest in the job about which you are asking

O. Use good manners

(NOTE: Be courteous. Say "thank you" for services and attention given to you. Have a ready smile and a friendly attitude.)

P. Be brief, positive, and honest when answering questions

(NOTE: You should explain your answers fully. It is usually necessary to explain "yes" or "no" answers.)

Q. Avoid using slang and offensive language

R. Be ready to talk about individual work experiences and special skills

S. Discuss positive aspects of self, not negative aspects of others or previous companies

T. Wait until the end of the interview to ask questions you have written down concerning the job

EXAMPLES: When you will be notified, whether you must return

U. Politely thank the interviewer for his or her time and consideration

V. Offer to provide the interviewer with any additional information

APPLYING FOR A JOB
UNIT III

ASSIGNMENT SHEET #1 — WRITE A RÉSUMÉ

NAME _____ SCORE _____

A good résumé should immediately give prospective employers a brief summary of your accomplishments, educational background, work experience, skills, and job objective.

Write a résumé, using accurate facts about yourself. Use the information below and the sample résumé included in this assignment sheet as guides. It is not necessary to use the exact wording and outline form used on the sample résumé, but it is necessary that your résumé be neat and balanced and contain all the information that might help you get a job. Keep a current copy of the résumé and use it to apply for jobs.

A. Inspect several résumé formats and choose one that best fits your needs, or use the example included in this assignment sheet as a guide.

B. Type your résumé on 8 ½-by-11-inch white paper.

(NOTE: Try to keep résumé as brief as possible but complete.)

C. Spell correctly. Many employers will not consider persons who have résumés that include misspelled words or grammatical errors.

D. Put your name prominently at the top in the center or upper left-hand corner. Beneath your name, give full street address, city, state, zip code, telephone number with area code, and a number where messages can be accepted.

E. Do not include birthplace, age, health, height, weight, sex, marital status, photo, salary, or reasons for leaving previous job. Avoid religious and political affiliations.

(NOTE: In general, the more information you are willing to share, the better. However, the whole point of the résumé is to interest employers in meeting you in person. The above information may or may not be revealed in the interview. By not including this information, there is little chance for discrimination because of race, religion, sex, or national origin.)

F. Describe your job objective or career goal briefly. Do not restrict yourself to a specific job unless you are experienced.

G. Describe your educational background, giving dates of enrollment, diploma or degrees received, and names of schools attended. Include grade average (if favorable) and major course of study. If you include school grades, be sure that they are related to the jobs you have in mind.

(NOTE: Applicants with less than one year of work experience should list education before work experience; with more than one year, put experience first. In résumé writing, *accentuate the positive, eliminate the negative.* If pertinent, mention additional courses, scholarships, or summer school.)

ASSIGNMENT SHEET #1

H. List your past employment, starting with your most recent job. Carefully examine all of your jobs — including extracurricular activities. *Concentrate on the skills; do not categorize "summer jobs."*

(NOTE: The list should include the name of the company, your job title, and your major duties. The starting and termination dates for each job should be listed. Most employers ask during interviews why you left previous jobs. Try to be positive in stating your reasons for leaving a former job. Do not downgrade your previous employers.)

I. List skills useful to the job. Remember, you have to prove your value to the business, especially if you have little experience.

(NOTE: Use active verbs to indicate the specific tasks you performed, e.g., *built, assisted, operated.*)

J. Include the following information if it is relevant and if there is enough space: hobbies and interests, extracurricular activities, clubs, and awards you have received.

K. Ask at least three persons for recommendations; ask yourself the kinds of recommendations that these people will give you.

EXAMPLES: Business references, teachers, character references

(NOTE: Avoid listing relatives unless you have actually worked for them on a salaried basis. Include some method for prospective employers to acquire references.)

L. Write "Confidential" at the top of the résumé if you do not want your current employer to know that you are looking for employment.

M. Have local printer retype your résumé and reproduce several copies. Use white bond paper.

(NOTE: Your résumé's physical appearance is *very important*. Avoid using ditto or carbon copies. Be sure to proofread the final copy. Always take extra copies to the interview. Leave one copy of your résumé with the interviewer, and use one as a reference when filling out the application form. You should also mail one résumé with your letter of application.)

ASSIGNMENT SHEET #1

SAMPLE RÉSUMÉ

Terry McKracken

Address:	Present	Permanent
	774 E. Adams Street Yourtown, Yourstate 77704 405-311-7779	Route #3 Anytown, Yourstate 77702 405-235-4433
Job Objective:	Career in residential wiring leading to supervisory position in the construction field	
Education:	Anytown High School, Anytown, Yourstate 1975-1979	
	Progress Vo-Tech, Progressville, Yourstate 1979 Certificate: Residential Wiring, four semesters Grade average: 3.5 on a 4.0 scale	
Subjects Studied:	Vocational electricity — Two years (1,080 hours) Algebra — Two semesters Geometry — Two semesters Basic drafting — Two semesters Industrial arts woodworking — Two semesters	
Student Activities:	President, Senior Class President, VICA Treasurer, Church Youth Fellowship Organization Electricity Contest, First Place State, Third Place National	
Work Experience:	Electrician's Helper, Jones Construction Company, Summer 1979 Counter Attendant, Hardee's, Summer 1978, Mrs. Jo Allen, Mgr.	
References: (with permission)	Mr. Sammy Jones Vocational Electricity Instructor Progress Vo-Tech Progressville, Yourstate 77703 1-800-555-1212	Mrs. Jerri Smith Youth Director Parkview Church 711 Fellowship Circle Anytown, Yourstate 77702 1-800-555-1212
	Mr. J.T. Nelson Electrician Supervisor Jones Construction Company Anytown, Yourstate 77702 1-800-555-1212	

APPLYING FOR A JOB
UNIT III

ASSIGNMENT SHEET #2 — PREPARE A LETTER OF APPLICATION

NAME _____ SCORE _____

The application letter states your interest in the position and is a sales technique that tells the employer how your abilities will be useful to the business. The letter should give specific qualifications for the job; the résumé gives overall qualifications.

Cut a help-wanted ad for a job from the classified ad section of the local paper. Write an application letter to accompany the résumé you prepared in Assignment Sheet #1. Use the following information and the sample letter included in this assignment sheet as a guide.

(NOTE: If you cannot type, it is recommended that you write or print *neatly*, using blue or black ink.)

A. Use acceptable form and appearance

1. Type or write neatly
2. Write on only one side of the paper
3. Avoid smudges and typographical errors
4. Use 8 ½-by-11-inch white bond paper, not personal or fancy paper
5. Spell, capitalize, and punctuate correctly
6. Write employer's full name, title, and address
7. Include on the letter your full name and address with zip code
8. Retain a copy for further reference

B. Include proper information

1. Write to a specific person

   (NOTE: Find out the name of the personnel manager/employer you want to reach and the correct title. When in doubt, write to the top person who will refer your résumé to the right party. Use *To Whom It May Concern* if answering a blind ad.)

2. Avoid excessive use of the pronoun "I"
3. Be brief; be specific

   (NOTE: Do not repeat all of the information in the résumé.)

   a) State the position for which you are applying

ASSIGNMENT SHEET #2

b) Avoid needless details

c) Cover all points requested in the advertisement in exactly the order in which they were asked

(NOTE: Some prospective employers make a point of testing the applicant's ability to follow directions.)

4. State reason for interest in job

(NOTE: Employers look for people who want future advancement opportunities rather than just a paycheck.)

5. Refer briefly to the main points in the attached résumé

6. Request an interview at the employer's convenience

a) Tell where you can be reached

b) Enclose self-addressed envelope and résumé

C. Be original in your approach — Attract attention in opening paragraph

EXAMPLES: Dear Mr. Money:

My experience in _____ would be of interest to you.

Dear Ms. Owner:

Ms. Co-worker informed me that you are in need of a person who can be a _____ helper. I believe that my experience and training have taught me how to handle these duties efficiently and accurately.

D. End the letter properly

(NOTE: *Sincerely yours* or *Very truly yours* is appropriate.)

E. Use your permanent address for the return address and be sure to include the current date

F. Staple letter to résumé; letter may be circulated to several departments and the résumé may become detached

ASSIGNMENT SHEET #2

G. Follow up and telephone for an appointment a week later

(NOTE: Do not be surprised if your résumé has been referred to another department. Remember, the company is in business and you may not get immediate attention. Be persistent until you reach the right person and ask for a convenient date to set up an interview.)

H. Keep in touch regarding possible openings now and in the future

(NOTE: The job hunt may take several weeks or even months. It is important to keep your contacts alive without being a nuisance.)

ASSIGNMENT SHEET #2

SAMPLE LETTER OF APPLICATION

Route #3
Anytown, Yourstate 77702
July 1, 1983

Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

Dear Mr. Jones:

Please consider me for the job of electrician's helper that you advertised in the *Daily Chronicle* on June 14. I will be graduating from Anytown High School on May 18, 1984, and I would like to become an electrician.

The skills I have learned in my high school vocational wiring courses should qualify me for this job. I have had experience in all of the basic skills required in residential wiring, including the safe use of power tools. A more complete description of my qualifications is given in the enclosed résumé.

I would appreciate the opportunity to come and talk to you about this job opportunity at your convenience. I can be reached by telephone at 405-555-4433 after 3:30 or at the address above.

Sincerely yours,

Terry McKracken

Terry McKracken

Encl.

APPLYING FOR A JOB
UNIT III

ASSIGNMENT SHEET #3 — COMPLETE AN EMPLOYMENT APPLICATION FORM

NAME _____ SCORE _____

Complete the application form on the following pages, using the guidelines below. Use information corresponding to the classified ad and to your letter of application in Assignment Sheet #2. Use information about yourself from your résumé.

(NOTE: Although each business uses its own application form, general rules of preparation apply to any form.)

A. Be prepared

   1. Take a good pen with you

   2. Take copies of résumé

B. Look over entire form before starting to write; do not hurry

C. Follow directions

   1. Note whether information is to be printed or handwritten

   2. Carry out all directions

D. Write clearly, neatly, and legibly

E. Answer briefly

F. Be honest

G. Answer all questions

   (NOTE: If questions do not apply to you, write *Not Applicable* or *NA* in the space to show that you did not overlook the question.)

H. Include complete information; use résumé

I. Recheck application when finished

J. Avoid cross-outs and obvious erasure marks

K. Do not list any restrictions to the geographical area in which you would work unless you absolutely will not consider other geographical areas

L. Use the word "open" or "scale" for questions about minimum salary; most employers pay standardized rates and will not negotiate salary

ASSIGNMENT SHEET #3

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE _____

NAME _____ SOCIAL SECURITY NUMBER _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. _____ ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height _____ feet _____ inches ☐ Citizen of U.S. _____ Yes _____ No _____

☐ Weight _____ lbs. ☐ Date of Birth* _____

☐ What Foreign Languages do you speak fluently? _____ Read _____ Write _____

☐ _____

_____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE? _____ WHEN? _____

LAST FIRST MIDDLE

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS, OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

_____

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

TOPS FORM 3285 (REVISED) (CONTINUED ON OTHER SIDE) LITHO IN U.S.A

ASSIGNMENT SHEET #3

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? Yes No

PLEASE DESCRIBE:

IN CASE OF EMERGENCY, NOTIFY

NAME ADDRESS PHONE NO.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED: Yes No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting employment discrimination. This Application for Employment Form is sold for general use throughout the United States. TOPS assumes no responsibility for the inclusion in said form of any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.

APPLYING FOR A JOB
UNIT III

ASSIGNMENT SHEET #4 — CONSIDER INTERVIEW QUESTIONS

NAME _____ SCORE _____

The following are some questions that you might be asked when you are applying for various jobs. Keep this assignment sheet to review before going for any actual interview.

(NOTE: Questions about your personal life may not legally be asked. In fact, it is illegal for an employer to ask your maiden name or your father's surname if you are a female applicant; your marital status; who lives with you; the church you attend or the name of your spiritual leader; how many children you have, their ages, or who will care for them while you are at work; whether you own or rent your residence; whether you have ever had your wages garnisheed; and whether you have ever been arrested. However, many interviewers, particularly in smaller businesses, may ask such questions. Whether or not you choose to answer the questions depends on how badly you want the job.)

Review the following questions. Why do you think each question might be asked?

A. Where do you go to school? When will you graduate?

B. Do you (did you) earn any of your own expense money while in school?

C. Why did you leave your previous job(s)?

D. What did you like best and what did you like least about your classes?

E. What books have you read lately? What are your favorite magazines?

F. Are you in good health?

G. What do you expect to be doing five or ten years from now? What is your chosen field of work?

H. At what salary do you expect to start?

I. What are some of your special abilities? What skills do you possess? What tools or equipment can you operate?

J. How would you rate your training for this job? Very good? Fair?

K. What personal characteristics do you think are needed to succeed in your vocation?

L. In what area do you need the most improvement?

M. Do you like to work with other people or do you work best alone?

N. Do you have any questions you want to ask us?

ASSIGNMENT SHEET #4

O. Do you think your extracurricular activities were worth the time you devoted to them?

P. How could you contribute to our organization? Why should we hire you?

Q. Tell us about your family and any plans for marriage or further education.

(NOTE: Remember, legally, you do not have to answer this question. However, it is a good idea to prepare an answer in case such a question is asked.)

R. For what other jobs have you applied?

S. Do you have any military obligations to fulfill?

T. Give us an example of a project you finished under pressure.

U. May we write or call your last employer?

V. How many people have you supervised at work or through organizations of which you are a member?

W. How do you feel about the progress you have made salarywise?

X. Would you be able to work all day Saturday and Sunday?

Y. If you could start school (or work) over again, what would you do differently?

Z. What is your school attendance record?

AA. Have you done the best school work of which you are capable?

BB. Do you require attention? Does criticism disturb you?

(NOTE: These questions are usually asked in a more subtle and indirect way.)

CC. What motivates you?

DD. Would you be willing to relocate?

EE. What size city do you prefer?

FF. Have you saved any money?

GG. Define *cooperation*.

HH. What job with our company would you choose if you were entirely free to do so?

II. How do you feel about working overtime?

JJ. What is VICA?

Remember: You never get a second chance to make a good first impression. Getting a job is a job!

APPLYING FOR A JOB
UNIT III

ASSIGNMENT SHEET #5 — MAKE AN APPOINTMENT BY TELEPHONE FOR A JOB INTERVIEW

NAME _____ SCORE _____

Making an appointment by telephone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

A. Steps in making an appointment by telephone

1. Plan what you are going to say before you call
2. State your name and reason for calling

   EXAMPLE: "Hello, this is Terry McKracken. I'm calling about your ad for an electrician's helper in last night's paper. May I have an appointment for an interview?"

3. Ask when would be the best time for you to come for the interview
4. Record the day, time, and place of the interview
5. Thank the receptionist for helping

B. Things to remember when calling for an appointment

1. Keep the receptionist on your side; the receptionist is there to help you

   (NOTE: The receptionist is sometimes asked to evaluate the applicant.)

2. Do not ask over the telephone how much the job pays
3. Be polite and courteous

   (NOTE: Remember that this call is the first contact you may have with the firm. Make the first impression a good one.)

4. Ask if you should pick up an application blank or if they would like to send it to you before the interview

Now that you have read about the correct ways to arrange for a job interview, select a partner and role-play a situation where you make an appointment by telephone. Have your partner use the checklist on the next page to evaluate your performance.

ASSIGNMENT SHEET #5

	Yes	No
Was prepared before calling?	☐	☐
Did not have to stammer to find the right words?	☐	☐
Immediately identified self?	☐	☐
Immediately stated reasons for calling?	☐	☐
Asked the best time for an appointment with employer?	☐	☐
Was courteous and friendly?	☐	☐
Asked about picking up application blank or having application blank sent prior to interview?	☐	☐
Thanked the receptionist?	☐	☐
Made record of the interview date, hour, and place?	☐	☐

APPLYING FOR A JOB
UNIT III

ASSIGNMENT SHEET #6 — WRITE A FOLLOW-UP LETTER OR MAKE A FOLLOW-UP TELEPHONE CALL AFTER INTERVIEWING FOR A JOB

NAME _____ SCORE _____

It is sometimes helpful to return to a business and check again on possible job openings. This is often done about a week after the first interview. This short casual visit accomplishes two things. It helps the interviewer remember you, and it shows that you have a sincere interest in working for that company. However, it is not always possible to have this type of informal atmosphere when applying for a job. In any case, it is always proper to send a follow-up letter or make a follow-up telephone call.

PART I

Write a follow-up letter thanking the employer for the interview. Use any form you wish, or follow the format of the sample follow-up letter included in this assignment sheet.

A. Make sure that your letter meets the following standards

1. Typed or written perfectly
2. Clean, neat, and attractively arranged on the page
3. Free of spelling, punctuation, and grammatical errors
4. Sent within a day or two after the interview

B. Include the following points in your follow-up letter

1. Expression of appreciation for interviewer's time and interest
2. Summary of your qualifications and interest in position
3. Your name, address, and phone number (to make it easier for your employer to contact you)

C. Make this last bid for the job a prime example of your excellent work habits; write a clean, neat, and well-worded letter

ASSIGNMENT SHEET #6

D. Address a legal-sized envelope

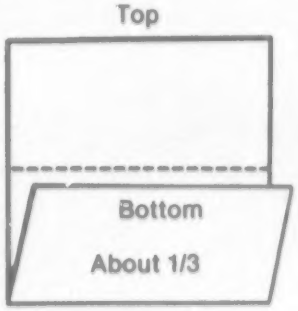
(NOTE: Be sure to type the address *exactly* the same as the inside address of the letter.)

Terry McKracken
Route 3
Anytown, Yourstate 77702

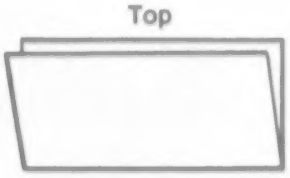
Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

E. Fold letter

1. Fold about one-third of the page from bottom up

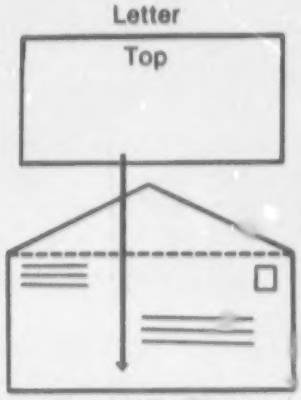


2. Make second fold from bottom to within 1/10 inch from top



ASSIGNMENT SHEET #6

3. Insert letter into envelope so that top edge of letter is toward the top of envelope



PART II

Role-play a follow-up telephone call using the guidelines below.

A. Make sure that you include the following information

1. Your name
2. Date of your interview
3. Position for which you were interviewed

B. Ask whether a decision has been made

EXAMPLE: Incorrect: "Hello, Mr. Jones. This is Terry McKracken. You told me you would let me know about the job, but I haven't heard anything from you. Why haven't you called me?"

Incorrect: "This is Terry McKracken. Did I get the job?"

Correct: *"Hello, Mr. Jones. This is Terry McKracken. I interviewed with you on June 30th for the position of _____. Have you made a decision on my application yet?"*

ASSIGNMENT SHEET #6

C. If someone has already been hired, thank the interviewer for considering you, and express continued interest in working for the company

EXAMPLE: Incorrect: "Oh well, that's my luck. Thanks anyway."

incorrect: "I didn't want to work for your company anyway."

Correct: *"I am sorry I was not hired. Thank you for considering my application. I am still interested in working for the company and would appreciate your keeping my application on file."*

ASSIGNMENT SHEET #6

SAMPLE FOLLOW-UP LETTER

Route #3
Anytown, Yourstate 77702
July 1, 1983

Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

Dear Mr. Jones:

Thank you for interviewing me for the job of electrician's helper with your company. I feel that working for Jones Construction Company would be enjoyable and that I could do the general electrical work that the job requires. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work May 19. You may call me at my home after 3:30 p.m. The number is 405-555-4433.

Sincerely yours,

Terry McKracken

Terry McKracken

Encl.

APPLYING FOR A JOB
UNIT III

ASSIGNMENT SHEET #7 -- EVALUATE A JOB OFFER

NAME _____ SCORE _____

Instead of saying "yes" or "no" on the spot to a job offer, express your gratitude in a warm and friendly manner, and then ask if you may have time to consider the opportunity you have been offered. Few reputable employers will deny you a reasonable time to be certain before agreeing to take a job.

Avoid taking a job that is wrong for you by using the following checklist to evaluate the job offer.

The Job . . .	**Yes**	**No**
Do I clearly understand the nature of the work?	☐	☐
Is it what I want to do?	☐	☐
Are my responsibilities reflected in the job title?	☐	☐
If this is not my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?	☐	☐
Is the background I am building so narrow that I will have difficulty transferring it to another employer?	☐	☐
Will I be able to make any decision affecting my work?	☐	☐
If not, do I care?	☐	☐
Will I need more training?	☐	☐
If so, will the company pay for it?	☐	☐
Will overtime be necessary or available?	☐	☐
Will I be able to leave all thought of the job behind at day's end?	☐	☐
If not, do I care?	☐	☐
Will I have to travel or move?	☐	☐
Is the job temporary?	☐	☐

ASSIGNMENT SHEET #7

When to Say No . . . Should you always turn down an offer that does not measure up?

That depends on several questions. How desperately do you need to earn money? How competetive is the field you hope to enter, and would it be best to get your foot in the door any way you can? How valuable is the experience you will gain? There are times when it is wise to accept a job that is not perfect in your eyes.

On the other hand, it could be best to refuse the offer.

Adapted with permission from "If Things Don't Shape Up, I May Not Take the Job," *Career World*, February 1977.

APPLYING FOR A JOB
UNIT III

ASSIGNMENT SHEET #8 — COMPARE JOB OPPORTUNITIES

NAME _____ SCORE _____

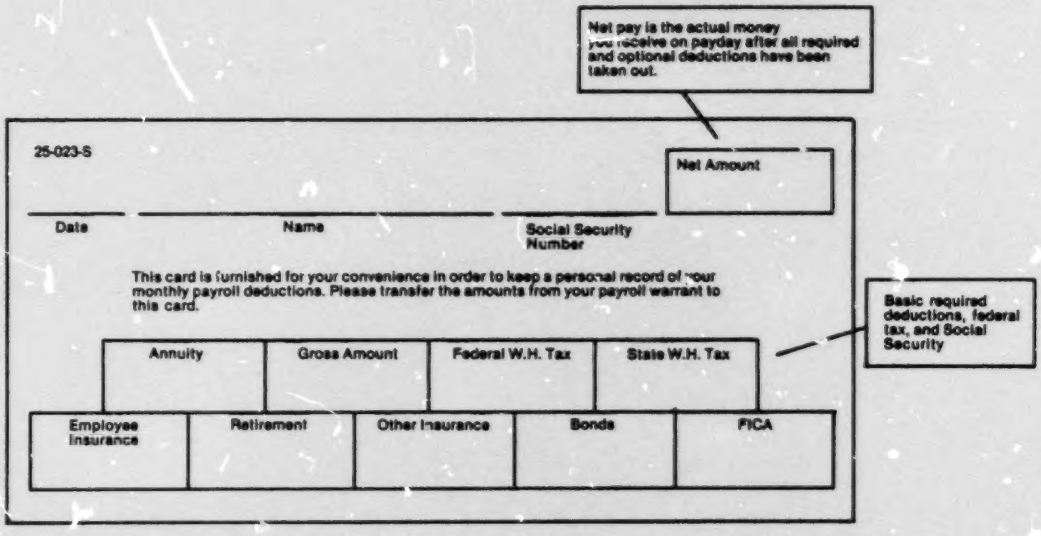
When you are offered a job or are changing jobs, there are many factors to weigh before taking the position. Some of these include

- What will be my take-home pay?
- What are the benefits that accompany the job?
- How much will it cost to actually be at work each day?
- Will the job be satisfying?
- How will the job meet my needs and aspirations?

What will be my take-home pay?

Salaries and wages are often quoted by employers as gross earnings. Gross earnings are used because tax deductions vary according to the number of dependents, the amount of earnings, and other information.

Optional benefits and deductions offered by an employer also differ. It is generally advisable to ask what programs are available for enrollment as these can affect the actual money you receive on payday.


Net pay is the actual money you receive on payday after all required and optional deductions have been taken out.
25-023-S
Net Amount
Date
Name
Social Security Number
This card is furnished for your convenience in order to keep a personal record of your monthly payroll deductions. Please transfer the amounts from your payroll warrant to this card.
Basic required deductions, federal tax, and Social Security
Annuity
Gross Amount
Federal W.H. Tax
State W.H. Tax
Employee Insurance
Retirement
Other Insurance
Bonds
FICA

ASSIGNMENT SHEET #8

What are the benefits that accompany the job?

Some benefits associated with working are not always visible. Often some of these overlooked benefits are paid for in part by your employer. At the time of the interview, or when considering a position, ask about employer's contributions for your protection, which may include

- Health insurance
- Unemployment compensation
- Clothing and safety garments
- Medical facilities and health tests
- Pensions
- Travel insurance (covering mishaps when traveling on business)
- Educational programs or reimbursement for courses related to job
- Sick leave with pay
- Paid vacations and holidays

How much will it cost to actually be at work each day?

The costs associated with being employed are often overlooked. It may be of value to calculate estimated weekly expenses before you make a decision about a job.

Estimate weekly expenses for the following.

Transportation (parking, bus fares) $_____

Lunches (or cost of food eaten away from home, including soft drinks and coffee) $_____

Clothing (including cleaning) $_____

Child care for working parent $_____

Gifts for other employees $_____

Special uniforms, materials, or equipment for job $_____

Other $_____

TOTAL $_____

ASSIGNMENT SHEET #8

What is important to me in a job?

Take-home pay and benefits may be only part of what you want from a job. Think through other things you consider important in a job.

What are some of the most rewarding things about any job you have ever had?

A. _____

B. _____

C. _____

How might you rate the following items in order of importance to you? Number in order of importance the three items most important to you.

_____ Job security (little chance you will be released from the job)

_____ Opportunity for advancement

_____ Recognition for your work

_____ Good wages

_____ Opportunity to learn and use your ideas

_____ Flexible working hours

_____ Long vacations

_____ Pleasant working conditions

_____ Interesting work

_____ Friendly co-workers

_____ Other _____

Are you ready to decide?

Take all of the information you have gathered and summarize it below and on the next page to reach a decision about whether you want the job or not.

A. Will the job be satisfying to me? Why/why not?

_____

_____

_____

ASSIGNMENT SHEET #8

B. What are the benefits that accompany the job?

C. How much will it cost me to actually be at work each day?

D. How will the job meet my needs and aspirations?

E. I estimate my take-home pay to be $_____.

F. I estimate my weekly expenses related to working to be $_____.

G. What would I enjoy most about this job? _____

H. What would I dislike most about this job? _____

I. I estimate my job benefits to be worth $_____.

APPLYING FOR A JOB
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8 — Evaluated to the satisfaction of the instructor

APPLYING FOR A JOB
UNIT III

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with applying for a job. Write the correct numbers in the blanks. Definitions continue on the following page.

_____a.	Person applying for a job	1. Applicant
_____b.	Goods or services provided by an employer in addition to regular wages or salaries	2. Award
_____c.	Recognition received for outstanding achievement	3. Interview
_____d.	Experience, education, and physical characteristics that suit a person to a job	4. Extracurricular activities
_____e.	Any vocational courses and skills learned in high school or through work experience	5. Fringe benefits
_____f.	Clubs, organizations, and social or church groups in which one participates	6. Qualifications
_____g.	Act of withholding wages or other property to satisfy a debt	7. Garnishment
_____h.	Meeting of employer and job applicant for evaluation and questioning	8. Vocational preparation
_____i.	Business designed to help people find employment	9. Employment agency
_____j.	Classified advertisement that does not identify the advertiser	10. Portfolio
_____k.	Classified advertisement placed by person seeking employment and telling what his or her qualifications are	11. Equal opportunity employer
_____l.	Classified advertisement telling what kind of job is available and what the qualifications are	12. Blind ad
_____m.	Capable of being read; clear	13. Help-wanted ad
		14. Legible
		15. Employment/situation-wanted ad

TEST

_____n. Employer making a special effort to ensure that no form of discrimination is practiced

_____o. Binder containing a collection of letters, pamphlets, or drawings that depict an individual's type of work or accomplishments

2. Name ways to find job openings.

a. _____

b. _____

c. _____

d. _____

e. _____

3. Name methods of applying for a job.

a. _____

b. _____

c. _____

4. Select from the following list personal characteristics an employer looks for during an interview. Write an "X" in the blank before each correct answer.

_____a. Alertness, quickness of mind

_____b. Long, wavy hair

_____c. Dedication and dependability

_____d. Enthusiasm and interest

_____e. New car

_____f. Honesty and integrity

_____g. Desire to work

_____h. Unclipped fingernails

_____i. Flashy clothes

_____j. Desire to help others

_____k. Desire to improve oneself

TEST

5. Select from the following list guidelines for dressing for an interview. Write an "X" in the blank before each correct answer.

_____a. Wear the latest fad

_____b. Be modest and well-groomed

_____c. Dress to fit the job for which you are applying

_____d. Coordinate clothing

_____e. Be conservative

_____f. Wear strong colognes or aftershaves as your personal trademark

_____g. Wear sunglasses during the interview

6. Match to their correct descriptions types of documentation needed when applying for a job. Write the correct numbers in the blanks.

_____a. Printed form on which applicant provides specific information about personal history, job history, job experience, education, references

_____b. Letter mailed after the interview; used to thank interviewer for the interview and to refresh memory of interviewer

_____c. Letter that states applicant's interest in position and shows employer how applicant will be useful to the business; usually includes a copy of the résumé

_____d. Brief summary of one's qualifications and work-related experiences

1. Résumé
2. Letter of application
3. Job application
4. Follow-up letter

7. Distinguish between information to be obtained before and during a job interview. Write a "B" in the blanks before information to be obtained *before* an interview. Write a "D" in the blanks before information to be obtained *during* a job interview.

_____a. If company has expanded its business or changed its operations

_____b. Security and safety precautions

_____c. Fringe benefits

_____d. Opportunity for advancement

TEST

_____e. How to pronounce the interviewer's name

_____f. Products company makes or services it renders

_____g. Working conditions

_____h. Name, position, and title of person who will be doing the interviewing

_____i. Salary or wages

_____j. Public relations

_____k. Seniority

_____l. Typical salary for this type of job

_____m. How long company has been in business

8. Arrange in order steps in preparing for an interview. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Complete employment application forms

_____b. Obtain employment application forms

_____c. Prepare questions about job and employer

_____d. Prepare a résumé and a letter of application

_____e. Arrange for an interview

_____f. Mail résumé, letter of application, and application forms

9. List items to take to a job interview.

a. _____

b. _____

c. _____

TEST

10. Select from the following list recommended interviewing practices. Write an "X" in the blank before each correct answer.

_____a. Greet by name the person who will interview you

_____b. Chew gum to calm nerves

_____c. Show a real interest in the job about which you are asking

_____d. Be brief, positive, and honest when answering questions

_____e. Shake hands if the interviewer extends the offer

_____f. Take your mother to the interview

_____g. Wait until the end of the interview to ask questions you have written down concerning the job

_____h. Maintain eye contact with interviewer

_____i. Offer to provide the interviewer with any additional information

(NOTE: Test questions 11-18 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Write a résumé.

12. Prepare a letter of application.

13. Complete an employment application form.

14. Consider interview questions.

15. Make an appointment by telephone for a job interview.

16. Write a follow-up letter or make a follow-up telephone call after interviewing for a job.

17. Evaluate a job offer.

18. Compare job opportunities.

APPLYING FOR A JOB
UNIT III

ANSWERS TO TEST

1.

a.	1	f.	4	k.	15
b.	5	g.	7	l.	13
c.	2	h.	3	m.	14
d.	6	i.	9	n.	11
e.	8	j.	12	o.	10

2.
a. Read classified ads
b. Visit employment offices
c. Visit local labor union business officials
d. Talk to school officials
e. Talk to friends and relatives

3.
a. By letter
b. By telephone
c. In person

4. a, c, d, f, g, j, k

5. b, c, d, e

6.

a.	3	c.	2
b.	4	d.	1

7.

a.	B	f.	B	k.	D
b.	D	g.	D	l.	B
c.	D	h.	B	m.	B
d.	D	i.	D		
e.	B	j.	D		

ANSWERS TO TEST

8.

a.	3		d.	2
b.	1		e.	5
c.	6		f.	4

9. a. Two copies of résumé and references
   b. Driver's license or other proof of identity
   c. A pen and small notebook

10. a, c, d, e, g, h, i

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

13. Evaluated to the satisfaction of the instructor

14. Evaluated to the satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

16. Evaluated to the satisfaction of the instructor

17. Evaluated to the satisfaction of the instructor

18. Evaluated to the satisfaction of the instructor